



# **The Association of Race/Ethnicity, Gender, and Social Class in Outdoor Recreation Experiences**

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Winter 2002



*The National Park Service Social Science Program  
provided funding for this study.*

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## Acknowledgements

Many people deserve thanks and recognition for their assistance and cooperation in seeing this project through to completion. During Phase I of finalizing the annotated bibliography, we encountered occasional difficulty in obtaining copies of certain articles referenced in various electronic databases. Several authors and scholars were therefore contacted to request copies of their papers. Gratitude is extended to those individuals who were contacted and supported this project by following through: Teresita Aguilar, University of Nebraska; Leo McAvoy, University of Minnesota; Alan Ewert, Indiana University; Deborah Carr, U.S. Forest Service; and Maria Allison, Arizona State University.

Second, thanks to Bob Dana, USDA Forest Service Rocky Mountain Research Station; Steve Dunphy, National Parks and Conservation Association; and Sandy Watson, University of Idaho/NPS Cooperative Park Studies Unit, for providing a list of references pertaining to research from their respective organizations and agencies. Numerous studies, applicable to this project were extracted from these lists that we might not otherwise have had access to if it weren't for their assistance. Several other people deserve public appreciation for their assistance and support of this project: Dr. Kathleen Pickering for her initial counsel and advice during the literature search phase; Iantha Gantt-Wright, NPCA, for her on-going support and engaging us in important dialogue; Patti Reilly, NPS Boston Support Office for her advice, insight and recommendations during the planning stages of the case study component; and finally, thanks to Sonja Macys, CSU graduate student, for her diligence in transcribing the taped interviews.

The second Phase of this project consisted of in-depth interviews with many Park Service employees across the country. Without their support this project would have not been possible. By sharing their time, knowledge, programmatic detail, and materials about their education programs and outreach efforts, they were able to provide a clear picture to this research team to help make this project a success. The following people deserve special thanks for their time and incredible assistance: Kenneth Heidelberg, Bernadette Williams, and Frank Middleton, *Boston African American National Historic Site*; Bill Foley, Celeste Bernardo and Ethan Beeler, *Boston National Historical Park*; Mike Whatley and Bill Burke, *Cape Cod National Seashore*; Phil Zichterman and B.J. Johnson, *Curecanti National Recreation Area*; Bill Gwaltney and Mark DeGregorio, *Rocky Mountain National Park*; David Blackburn, *John Muir National Historic Site*, Judith Cordova and Diane Souder, *Petroglyph National Monument*, Lynn Fonfa, Arlene Rodriguez, and Rich Weideman, *Golden Gate National Recreation Area*, and John Dell'Osso, *Point Reyes National Seashore*.

*The National Park Service Social Science Program provided funding for this study.*

***State-of-the-Knowledge Report***  
**The Association of Gender, Ethnicity, and  
Social Class in Outdoor Recreation Experiences**



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**Introduction and Overview**

Much of the research examining the variables of ethnicity, gender, and social class in relation to outdoor recreation participation are examined either independently or in duality (e.g., race and class, gender and ethnicity). Second, the few studies that have included an intersection of all three have investigated the relationship of these variables to participation patterns primarily in general leisure activities. To date, no studies have been found that look at the collective relationship regarding why the intersection, and subsequent impacts on outdoor recreation experiences, is critical for managers of our National Parks.

This study was conducted during the two-year period from 1999-2000 and our research strategy included three phases. First, an extensive review of the literature was completed to ascertain what empirical studies have been conducted in the area of race, class, and gender in relation to outdoor recreation participation. This annotated review was accomplished on a very wide level with benefits and implications for a broad constituency. Additionally, the information obtained incorporated recreation on all public lands (including county, state, and federal); the implications and specific benefits for the National Park Service are manifest in the results and findings. Second, once this step was accomplished, nine site visits within three regions were selected and visited to collect information that describe interpretive, education and/or outreach programs designed for diverse user groups and traditionally under-served populations. Acquiring detail regarding the education and outreach component provides one method of identifying the potential diversity of park visitors from a recreation perspective. Last, this state-of-the-knowledge report synthesizes the body of knowledge represented in the annotated bibliography, identifies gaps in the research, presents a theoretical framework, and reviews the case study methodology applied to this research topic.

**Theoretical Approach**

The National Park Service Diversity Action Plan is a five year strategic plan developed for increasing diversity within the work force, modifying the interpretive programs and materials, educating employees, partners, and members of communities adjacent to the parks, and integrating diversity into the daily operations of the National Park Service (NPS, Diversity Action Plan, 1999). This plan is a major element reflecting the need and importance of alternative models for procuring information from a qualitative paradigm. As a result, this study involved an earnest approach to emergent design to generate a grounded theory based on the preeminent work of Glaser and Strauss (1967, 1999).

A major emphasis of grounded theory is a general method of comparative analysis (Glaser & Strauss, 1967). The basic premise for this study therefore follows the procedures of Glaser & Straus in that the discovery of theory is procured from data systematically obtained from our case studies. The goal of this project was not to test hypotheses, rather to generate theoretical ideas, inter-related concepts, and categories for aggregating the data. A grounded theory research design was employed where the findings are the theory itself (i.e., a set of concepts and propositions which link them) and is inductively developed from the research (Glaser & Strauss, 1967). A specific theoretical framework in this project is not provided inasmuch as the intent of grounded theory is to generate concepts leading to a theoretical model for future application and practice (Creswell, 1994).

Our strategy of comparative analysis for generating theory puts a high emphasis on *theory as process*; that is, theory is accounted for as an ever-developing entity, not as a perfected product. As researchers, we therefore attempted to derive a theory by using an inductive form of analysis by using multiple forms of data collection and the refinement and interrelationship of categories of information. According to Glaser & Strauss (1967), comparative analysis can be used to generate two basic kinds of theory: substantive and formal (p. 32). The analyst is advised to focus clearly on one level or another. For purposes of this project, we apply the substantive criterion – grounded in the data – in developing a prototype for this work. As a result, our focus is on the substantive areas of race, class and gender pertaining to outdoor recreation experiences in which the generation of theory as a “middle range” is achieved by a comparative analysis between or among groups within the same substantive area. That is, our intent is not to develop an “all inclusive” grand theory, rather to develop categories, prevalent themes, and subsequent theory using an inductive method with an immersion into the data.

Without a critical theory component on which to base this study, the subcultural hypothesis and discrimination hypothesis helped shape the initial research questions (see case study interview questions, page 6). The subcultural hypothesis (also known as the ethnicity hypothesis) directs research attention to cultural factors associated with the formation of outdoor recreation preferences and the discrimination hypothesis attempts to offer insight to the relationship between minority use patterns in the parks and perceived or actual experiences with discrimination (Floyd, 1999).

### **Synthesis of Existing Literature**

The social sciences increasingly recognize the need for a broader, more inclusive paradigm to enhance the multiple facets of race, gender and class. These variables form the basic principles of social organization and of the human interaction process. Pertaining to leisure time spent in natural areas, these principles also constitute systems of meaning that influence parks and protected areas, and affect individual identity, environmental consciousness and recreation behavior.

Much of the research examining the variables of race/ethnicity, gender, and social class in relation to outdoor recreation participation has been examined either independently or in pairs (i.e., race and class, gender and ethnicity). However, few studies have included the combination of these variables and their relationship to participation in outdoor recreation activities and subsequent meaning of the experiences. This is not surprising because few people can manage to study race, class and gender simultaneously. Instead, scholars know more about some dimensions of this larger story and less about others. These types of studies are critical to the National Park Service (NPS) to gain an understanding of:

- the constraints or barriers of participation in outdoor recreation activities attributed to ethnicity, gender, and social class;
- the effects of ethnicity, gender, and social class on visitor recreation preferences; and
- the effects of ethnicity, gender, and social class on public policies relevant to parks.

An annotated bibliography can be found in the appendix of this report. This bibliography consists of research studies found in the literature encompassing race and/or ethnicity, gender, and social class in relation to the impacts on, and association with, outdoor recreation participation. Each reference annotated includes an overview, purpose of the study, methodology, results and discussion, and keywords. The project focus of research studies is defined as utilizing quantitative and/or qualitative methods and techniques for the purpose of drawing a conclusion or making an inference. Research designs found in the annotated bibliography of this report are inclusive of both approaches. Although this guide is the most comprehensive resource of its kind available, it is not exhaustive by any means. For example, the citations include research up through 1999. Second, between the day this report was submitted and bound, more research has sprung into existence.

Our goal as researchers was to remain steadfast to searching for research that included all three dimensions of “race/ethnicity, gender, and social class” and outdoor recreation in combination. Therefore, we did our best to avoid a departure from these variables. However, because of the dearth of research in this area, this was not always possible and they have therefore been included both in combination as well as separately. Consequently, it is important to note that race and/or ethnicity is a common denominator among all studies being reported and analyzed.

Regarding studies pertaining to recreation and leisure on a broad level (e.g., activity participation, trends, and patterns), if outdoor recreation was embedded as a significant component of the results, it was annotated and included in this document (see appendix). If race, gender and class in the recreation literature was the core, but **outdoor recreation** was not a significant factor or variable, the reference was listed as a citation of potential interest at the end of the annotated section. Consequently, a brief bibliography on this specific subject is also provided. In total, we have accumulated over 50 research studies that impress upon the issues of race/ethnicity, gender, and social class (or any combination thereof) pertaining to outdoor recreation.

Throughout the process, numerous articles related to this subject in the way of anecdotes, personal experiences, and general observations were discovered. These papers are not included here because they are too numerous to mention. Consequently, we did not feel these papers would be appropriate for this particular project. However, an overall bibliography is included in the appendix of this report. This is comprised of several resources that are not considered research studies yet related to, and apropos for, providing additional resources about this subject. Similarly, for a comprehensive annotated bibliography on women outdoors, interested individuals are referred to Roberts (1998) and Henderson and Roberts (1998) for an integrative review of this literature.

Many studies on Black/White differences in outdoor recreation and environmental attitudes date back to the 1960s. We have selected those that relate the most, and somehow incorporate (even to the slightest degree) class and gender as well; additionally, a search was conducted for those studies that built in as many varied ethnic backgrounds as possible. In general, while there is a plethora of studies on *environmental attitudes*, most do not have an outdoor recreation focus. Those with an outdoor recreation emphasis have been included and annotated. Hence, because of the primary goals of this project, we have not included annotations of references found in the literature pertaining to environmental attitudes. Individuals interested in the environmental attitudes literature are encouraged to review Dunlap and Liere (1978). Alternatively, other subsequent studies have been done since, for instance, see *Environmental values in American culture* (Kempton, Boster & Hartley, 1996). Such appraisals of the literature are always welcome.

An interesting search was the Aldo Leopold Wilderness Research Institute (ALWRI) Publications List. They have over 340 research articles on line including all research ever conducted from 1969-1998. Brief abstracts were included with publications from 1984-1998. The list of all articles posted as of the writing of this report was reviewed and a request submitted for 5 of their research articles. A few publications in their list were articles published in other scholarly journals (e.g., *Journal of Leisure Research*, *Leisure Sciences*), not just from their projects. The majority was, however, Forest Service reports relevant to the mission of ALWRI. It was discovered that, from this and other searches, wilderness research was almost non-existent before 1960. Among the 340 studies listed on the ALWRI publications list during completion of this project, only one related to ethnicity (Washburne, 1980). None were gender specific, and none connected socioeconomic/class variables with either ethnicity or gender.

Twenty reports were received from the National Park Service Cooperative Park Studies Unit (based out of the University of Idaho) relating to visitor and/or interpretive services. Out of these 20 reports, 11 were actual summary reports of visitor studies conducted. One was a survey of Managers in the Interpretive Services Division. The other eight documents were copies of completed visitor questionnaires. Out of the 11 summary reports of study results, only 5 included demographic profiles of visitors that included ethnicity as a variable of interest, and one asked "language spoken at home." Neither gender nor social class (individual or family income) was reported in any of the documents. This information was not gathered at the time of these studies. Examples of other demographic variables and visitor profiles of interest in these NPS reports included: age, group size, family size, region/country of residence, previous visits to the park, visitor activities while in the park, and length of stay. Of the five reporting ethnicity as a variable, visitors identifying

as White, not of Hispanic origin, represented between 85% and 98% of the study population. Black respondents of the questionnaires represented between 0 and 17% (note: the 17% was visitation to the Booker T. Washington National Monument), Hispanics were reported between 1 and 12%, American Indian/Alaskan Native 2-6%, Asian and Pacific Islanders were reported between 1 and 5%. A category of “other” minority groups was noted between 4% and 10%, and between 1 and 5% of each study “did not wish to answer.” The NPS reports have provided extremely valuable information about visitor and interpretive services in general, however, an analysis of the information obtained based on demographics would add value to a true comprehension of visitor attitudes and experiences.

The five reports including demographic variables of visitors are included in the overall bibliography of this document. Individuals interested in these findings specific to NPS Units can refer to the NPS *Social Science Research Review* on race and ethnicity by Floyd (1999).

The bibliography in the appendix of this report attempts to organize what has become a considerable body of literature involving race, ethnicity, gender, and social class and their respective impacts on leisure participation. This resource can prove invaluable to park staff interested in gaining a deeper understanding of the influence of these variables on recreation involvement while designing programs for “under-represented” (or under served) populations. The bibliography will also serve students, researchers, and practitioners as the document will provide a starting point for identifying published research in a specific geographic area, specific land management unit, ethnic or racial group, or topic of interest (e.g., acculturation, perceived discrimination, cultural differences).

This report also includes results of case study research conducted on several park units across the country that describe outreach programs designed for diverse user groups. A case study method was chosen for its demonstrated flexibility and versatility and is described in the methodology section of this report. Our design embodied multiple cases and consisted of a detailed examination of “snapshot” studies (versus longitudinal).

### **Gaps in the Literature**

In attempts to provide a summary integrative analysis of the literature, and determine where the gaps exist, this aspect of the present study applied a qualitative method of coding all 55 articles (see annotated bibliography). Articles reviewed are representative of one classification (i.e., based on race/ethnicity, race and class, race and gender, or all three), and organized for exploration. We developed 18 primary domains based on both keywords from the studies as well as review of each article. Table 1 lists the domains, number of articles found relating to each classification, and total number of articles found in that particular domain. The top four domains presented in the literature are: barriers/constraints, participation patterns (and/or preferences), urban parks (and/or wildland-urban interface), and recreation/leisure behavior (e.g., outdoor-based). These areas make up more than 50% of the content area found in the literature, to date, being discussed.



**Table 1. Gaps in the Literature: Number of Articles per Domain <sup>1</sup>**

Domains (n = 18)	Race / Ethnicity (n = 15)	Race and Class (n = 17)	Race and Gender (n = 3)	Race, Class & Gender (n = 20)	Total nbr of articles <sup>2</sup> (n = 55)
Acculturation	4	1	0	1	6
Adolescents/Youth	1	2	0	2	5
Assimilation	5	1	0	2	8
Attitudes	1	1	0	3	5
Barriers/Constraints	1	6	1	8	16
Crowding	1	0	0	0	1
Disability	0	0	0	1	1
Discrimination (perceived or real)	2	2	0	3	7
Displacement	1	0	0	0	1
Elderly	0	1	0	0	1
Meaning/Place Attachment	0	0	0	3	3
Motivation	2	0	0	0	2
Participation Patterns (and/or preferences)	4	3	1	7	15
Perceptions	0	2	0	2	4
Recreation/Leisure (outdoor) Behavior	6	2	1	2	11
Urban Parks and/or Wildland-Urban	3	5	1	6	15
User Conflicts	2	0	0	0	2
Values	3	0	0	1	4

<sup>1</sup> Articles are cross-referenced and may be noted in multiple domains.

<sup>2</sup> There are 55 articles in this analysis. This column indicates the number of articles that include the topic areas within each domain; more than one area per article may be represented.

The most visible gaps in the outdoor recreation research literature as it pertains to the association of race/ethnicity, gender, and/or social class are within the areas of crowding, displacement, people with disabilities, the elderly, motivation, user conflicts and meaning/place attachment (Table 1). Collectively, these topics only consist of 10% of the content of studies in this report.

## **Methodology**

This project is primarily exploratory and descriptive because of the considerable variety of education programs occurring within the NPS coast to coast. Exploratory studies are valuable for a variety of reasons including to help identify questions and improve measurement constructs that may be useful in subsequent studies in this subject area.

The research strategy was three-fold: 1) to review the literature and compile an annotated bibliography, 2) develop interview questions, and 3) travel to three NPS regions to interview key personnel from three units per region. Personnel included Chiefs of Interpretation, Education Coordinators and Interpretive Specialists. Interviews were conducted during site visits to collect supplemental information, documentation and photographs from each Park Service unit for purposes of triangulation. Documentation included management strategies, interpretive division goals, visitor experience goals, educational program guides, fact sheets, newsletters, curriculum materials, and pre-visit guides. One of the most valuable documents procured for this study is "The Road Ahead: A Strategy to Achieve Excellence in Interpretation and Education in the National Park Service Northeast Region" (October 1997). This document highlights specific actions focusing on broadening interpretive efforts (e.g., untold stories), building future constituencies through curriculum-based education programs, developing partnerships, and taking advantage of new and emerging technologies.

### **NPS case study units**

Due to limited resources, no attempt was made to select a representative sample of Park Service units. Those selected do represent a wide range of diversity within the NPS system. National Parks, National Recreation Areas, National Monuments, National Historic Sites, and National Seashores were part of the pilot study. Limited time and resources made this convenience sample both expeditious and cost effective. Cases were selected to maximize what can be learned in the period of time available for the study. The unit of analysis in this study included the nine individual park sites. Three sites were visited within each region for a total of nine sites:

Pacific West Region: Golden Gate National Recreation Area, Point Reyes National Seashore, John Muir National Historic Site.

Northeast Region: Boston National Historic Park, Cape Cod National Seashore, Boston African American National Historic Site.

Intermountain Region: Rocky Mountain National Park, Curecanti National Recreation Area, Petroglyph National Monument.

### **Field Procedures**

The methodology to accomplish the goals and objectives set forth in this paper pertained to case study methodology and followed the recommendations of Yin (1994). Case study is an ideal methodology for this project because a holistic, in-depth investigation was both desired and needed.

Two aspects of triangulation were utilized as a research strategy. That is, multiple sources of data were gathered, and second, two investigators examined the same phenomenon in different locations. Additionally, the issue of generalization was approached from a naturalistic perspective that is centered on a more intuitive, empirically grounded generalization. This is based on the favorable relationship between the investigator's experiences and the various case studies themselves. According to Stake (1995), the data generated by the case studies would also resonate experientially with a broad cross section of readers, thereby facilitating a greater understanding of the phenomenon.

Each park service site was considered as a single case in order to include more than one unit of analysis. This multiple-case study approach therefore followed a replication logic. In particular, each individual site (i.e., case) consisted of a "whole" study in which facts were gathered from various sources and conclusions drawn on those facts. Furthermore, consideration was given to each of the three forms of validity. In order to ensure construct validity, the primary source of evidence was obtained from face-to-face interviews. The specification of each site as a unit of analysis provides the internal validity as the theories are developed and data collection and analysis test those theories. Although more difficult to attain, Yin (1994) provided the assertion that external validity could be achieved from theoretical relationships, and from these generalizations could be made. And, it is the development of formal case study protocol that provided the reliability for this project.

#### Case Study/Interview Questions

Information was gathered through formal interviews and official documentation. Structured, open-ended interviews allowed each NPS staff person in attendance to emphasize the outreach efforts, education programs in existence, future plans, as well as issues and challenges faced by their respective units. Interviews were tape-recorded to assist in content analysis. Preliminary communication by phone was essential to creating a rapport and confidence regarding the goals and objectives of this project. These informal conversations occurred several weeks prior to the formal on-site interviews. They were prearranged as opportunities allowed.

The nature of the research questions being primarily framed as "who, what, why, and how" made this study design *exploratory-explanatory* in its strategy. The following questions were asked during the structured interviews:

- Who are the primary visitors to your site?
- Are there any patterns or trends that have emerged regarding characteristics of a "typical visitor?"
- Who are the people that might be considered "under-represented" as far as visitors to this site?
- What methods of visitor outreach are organized at your site? (general)
- What special or unique outreach efforts take place to attract under-served populations and potential users to your site?
- Do you have any education materials available that can support documentation being sought for this project? Are they inclusive based on the diversity goals of DOI?
- What are the greatest challenges in reaching out to diverse user groups?

- What resources are needed to help improve or enhance your education programs and outreach efforts?
- How are the education and outreach programs financed?
- Do you feel your education and outreach efforts/initiatives are unique to other NPS units (or other sites similar to yours, such as other historic sites, other national seashores)? If so, how?
- What collaboration/connections do you/your site have with community-based partners?

### **Profiles of Nine NPS Units**

Each National Park Service unit represents a unique ecological, cultural, historical, and sociological situation. Each has varied management approaches to achieve selected goals of the NPS diversity initiatives; in particular discourse relating to this project focused on relationship of outreach efforts to a broad constituency including meeting the needs of under-represented populations. In the discussion that follows, a brief sketch of each unit is provided followed by a detailed profile highlighting both the education/outreach efforts and challenges for each area. Information provided in each “brief sketch” was derived from the park brochures, map and guides, and/or the respective web pages.

## **NORTHEAST REGION (Massachusetts)**

### **Boston National Historical Park (BOST, est. 1974)**

This park was established to ensure the continuity of efforts – begun in the 1870s – to preserve important aspects of America’s “colorful and rebellious” past. This park has proved vital in helping to link, interpret, and preserve nationally prominent historic places throughout Boston. BOST is a coalition of sites ranging from steeple churches, battlegrounds, Revolutionary-period graveyards, and grand meeting halls, to quaint colonial homes, shops and America’s oldest commissioned warship (*U.S.S Constitution*) located in the historic Charlestown Navy Yard. Both self-guided and ranger-guided programs are available. Given the nature of Boston as a “walking city,” the best way to explore the park is by travelling on foot through all or part of the 2.5-mile **Freedom Trail®**, which links all 16 of the BOST sites.

*“Visitor experience is what visitors take from a park. It is everything that visitors do, sense, feel, think, and learn. Interpretive planning describes desired experiences and recommends ways to facilitate those experiences.”*

~ From the BOST “Visitor Experience Goals Statements.”

### **Boston African American National Historic Site (BOAF, est. 1980)**

Located on Beacon Hill, this newer park unit consists of 14 sites all along the Black Heritage Trail®. This trail (counterpart to the “Freedom Trail”) began during the 1960s Civil Rights era and consists of a 1.6-mile self- or ranger-guided walk. Similar to the Boston National Historical Park this unit, encompassing the Black Heritage Trail, includes many structures from the 1800s still in existence. The site’s keystone structure is the 1806 African Meeting House, the oldest black church still standing in America, constructed almost entirely with black labor. Other distinctions of this unit include the spectacular public memorial to Robert Gould Shaw and the 54<sup>th</sup> Massachusetts Regiment (first all-black volunteer Civil War

regiment), tales of runaway slaves, the Underground Railroad, Abiel Smith School (grammar school to educate black children of Boston) and stories around fights to desegregate Boston's schools, to name a few. The National Park Service and the Museum of Afro American History operate the Black Heritage Trail under a cooperative agreement.

**Cape Cod National Seashore (CACO, est. 1961)**

Full of ambience and charm, the Cape's human history is as rich as its natural history. The CACO was established by the National Park Service to help protect the unique qualities of this environment. Covering a 40-mile stretch between Chatham and Provincetown, examples of what embody the National Seashore are historic buildings that reflect the residents' longtime association with the sea, the Old Harbor Lifesaving Station, miles of protected sand dunes, five lighthouses, and the Atwood-Higgins House (circa 1730). The CACO consists of 11 self-guiding nature trails and wayside exhibits open year round, and ranger-guided walks, talks and evening programs occur daily in summer and less often in spring and fall.

**INTERMOUNTAIN REGION (CO and NM)**

**Curecanti National Recreation Area (CURE, est. 1965)**

Considered a recreation mecca, Curecanti's immaculate landscape lies adjacent to Black Canyon of the Gunnison National Monument. A unique characteristic of CURE is manifest in its three major lakes; surrounded by mesas capped with cliffs and rocky spires, this area tells stories of violent volcanic eruptions some 30 million years ago. The Ute Indians were the area's primary early inhabitants, and fur traders and miners later blazed through the land. Unique to the history is also represented by the Pacific Railroad transporting ore, coal, cattle and other goods from 1882 to 1949. Today, CURE is composed of miles of hiking and cross-country ski trails, numerous designated picnicking and camping areas, and opportunities for fishing, horseback riding and snow mobiling in winter. As water sports are a favorite activity during summer months, two marinas provide additional visitor services including boat rentals and guided boat tours. While the focus of this study includes CURE, it is important to note that the Chief of Interpretation oversees all education and outreach efforts for Black Canyon of the Gunnison as well.

**Petroglyph National Monument (PETR, est. 1990)**

Managed by the U.S. Department of Interior, NPS in cooperation with the City of Albuquerque, State of New Mexico, this National Monument is one of the newer establishments within the System. Established in 1990, the park protects 17,000 petroglyphs that Native Americans pecked into volcanic boulders on what is now the west side of the city of Albuquerque.

This 17-mile long, nearly 1800-acre monument lies squarely in the path of the city's westward sprawl; local joggers and dog walkers now join the annual 100,000 visitors. In particular, Rinconada Canyon is rich with petroglyphs. These stone snap shots from the past, together with the spectacular vistas, geological features that include the cones of five extinct volcanoes, and the extraordinary wildlife habitat all make Rinconada one of the park's precious gems. Recommended activities include self-guiding trails through petroglyph areas, hiking and picnicking in designated areas. Additionally, special ranger-led hikes are available at various times throughout the year. The threatened Ferruginous hawk abounds, two rare

cactus species are imperiled, mesa top views and volcanoes are within easy access, and archeological sites maintain important cultural significance. The Heritage Education Program is a major component of the interpretation and visitor experience.

### **Rocky Mountain National Park (ROMO, est. 1915)**

Established as the nation's 10<sup>th</sup> national park, this incredible playground is recognized as the *Heart of the Rockies*. Recreational opportunities such as driving for pleasure, horseback riding, hiking, backpacking, camping, fishing, climbing and numerous winter activities bring millions of people to the park year round. Regarding the natural landscape, effort to protect the fragile life forms is unprecedented. From the montane ecosystem in the park's lower levels to the high alpine tundra ecosystem, there are marked differences in wildlife and vegetation. The snow-mantled peaks of ROMO rise above lush green valleys, twisting rivers, and glistening lakes. And, 1/3 of the park is above tree line, where tundra predominates. From the many valleys to the incredible mountain tops, ROMO encompasses many worlds waiting to be explored.

## **PACIFIC WEST REGION** □

### **John Muir National Historic Site (JOMU, est. 1964)**

This unique site preserves the 17-room mansion where the naturalist John Muir lived from 1890 to his death in 1914. This 325-acre stretch of oak woodland and grassland was historically owned by the Muir family. Throughout his life, Muir accomplished many tasks.

*"All life is one, Muir believed. Nature does not exist solely to be exploited economically. It exists in its own right and, if protected, can benefit us in a myriad of ways."*

~ Park brochure

He battled to prevent Yosemite National Park's Hetch Hetchy Valley from being dammed, served as the first president and one of the founders of the Sierra Club, played a role in the creation of several national parks, and wrote many articles and books expounding on the virtues of conservation and the natural world.

The house can be seen on their daily-guided tour; a self-guided tour is also an option for visitors. There are exhibits in various locations throughout the estate, walking trails abound, bird and wildflower observation is accessible, and a variety of resources are available at the bookstore. A few special events are held throughout the year including John Muir's Birthday Celebration, Las Posadas, and a Victorian Christmas. Other special programs include bird and wild flower walks, monthly Victorian piano programs and a junior ranger program.

### **Golden Gate National Recreation Area (GOGA, est. 1972)**

Through legislative efforts, GOGA was part of a national movement in the 70s to bring the national park experience to urban residents. Stretching along 28 miles of coastline, this 74,000-acre designation preserves the natural, cultural, and historic resources of the San Francisco Bay area. This site is known as the "largest and most heavily visited urban national park in the world." World-famous landmarks such as Alcatraz Island, Muir Woods, Marin Headlands, and the Presidio (to name a few) are enjoyed by the 17 million annual visitors. Examples of cultural and historic resources include: lighthouses, military forts, gun batteries, a former maximum security prison (Alcatraz Island), Native American culture, Spanish

settlement, and maritime history. Natural resources include: native plant communities comprised of more than 1,200 species, abundance of wildlife such as bobcats, birds of prey, sea lions, and great white sharks, and one of the nation's largest coastal preserves. Recreational resources also vary and include world-class sail boarding, hiking, backpacking, camping, and breathtaking views for relaxation and photo opportunities.

### **Point Reyes National Seashore (PORE, est. 1962)**

As indicated on the map and guide, “the story of Point Reyes is a study in motion – slow, continental transformations and sudden, violent jolts that shake the Earth; the rhythmic play of sea-spray along the coast; wings of birds flashing in flight; drifting shrouds of mist and fog; browsing deer who occasionally follow your movements with soft eyes; migrating whales offshore; and the ebb and flow of Pacific tides.” The geology and biology of the area has scientists mystified, the rich cultural history has anthropologist's eager, and the sensational opportunities bring recreationists back for more. Point Reyes is also the story of the Miwok Indians, English and Spanish explorers, the Mexican “Lords of Point Reyes” and many generations of dairy farmers. With an annual visitation of 2.6 million people, visitors take advantage of hiking, camping, wildlife viewing, mountain biking, horseback riding, picnicking, exploring the lighthouse, and taking leisurely drives along the beach, to name a few of the many activities available at various times throughout the year. Like the others, special events are also a well-known and appreciated component of this site (e.g., Native American Festivals and Celebrations, Sandcastle Contest).

## **Findings**

The NPS Division of Interpretation's goals are grounded in solid strategic planning and efforts to achieve numerous action items. Subsequently, each region has developed their own goals and strategies to meet the national standards of education and outreach. Long range plans have been devised throughout the nation; these are intended to encompass interpretive and educational programs that are inclusive and present diverse perspectives and multiple points of view where appropriate and related to park themes.

This report provides details and facts obtained from 3 NPS units in each of the three regions aforementioned for a total of nine different sites. While this information cannot be generalized across the NPS, this study has proven to be extremely valuable for determining regional/statewide activity relating to existing outreach efforts to under-served populations. Each interview generated fifteen or more pages of transcripts. The initial stages of analysis included breaking down, comparing, and conceptualizing statements from each interview transcript. This process of coding resulted in five key categories: 1) methods, 2) special or unique occurrences (e.g., distinctive efforts), 3) partnerships to assist with program development, 4) challenges faced by specific sites, and 5) resources needed to build or enhance opportunities. Results are broken out by region; a rubric of the results containing each of these five factors was constructed for each region (Figures 1-3). While all information obtained was extremely valuable, each rubric depicts highlights extracted from the data – procured from each of the 9 case study areas – as most central and dynamic to the objectives of this study. (*Note: Due to both time constraints and financial limitations, an evaluative component is not included in this project.*)

Region 1 (Northeast): ***Boston National Historical Park, Boston African American Historic Site, Cape Cod National Seashore***

The Northeast Region has developed a strategy to achieve excellence in interpretation and education known as “The Road Ahead.” This 18-page document details the purpose and mission, tenets of effective interpretation, goals and action items and task directives as set forth by the Northeast Region Leadership Council. (see Table 1 for highlights).

Common ingredients among entire state:

- Education/Interpretive Initiatives:
  - *Exploring the Real Thing* (1999): “A Guide to Educational Programs at National Park Sites in Massachusetts.” This booklet was developed with input and funding from National Parks in MA, and with funding from Eastern National, a cooperating association that supports park interpretive and educational programming through revenue generated from sales of publications and other merchandise related to park themes. This guide provides teachers with information on curriculum-based programs and materials offered by National Parks in Massachusetts. Additional recommended resources are included.
  - *Parks as Classrooms* (1992): Developed and supported by the National Park Foundation, this program is a “nation-wide initiative that strives to help teachers make history, science, art, math, and culture come to life through structured learning experiences that bring students to parks and park resources into the classrooms” (*Exploring the Real Thing*, 1999).
  - *People and Places* (1984): The number one program reaching and serving under-represented populations (i.e., elementary and middle school classes) throughout the city of Boston. Generously funded by the John Hancock Company, this program is a cooperative venture of the Freedom Trail Foundation, the Boston Public Schools and ten historic sites in the Boston area.
- Staff/Recruiting: Northeast Region -- Development of pool of ethnically diverse candidates to be shared with all units in the region for potential selection of applicants.
- All sites in the study link with school teachers (meetings, workshops, presentations, and in-class sessions).
- Educated visitors most familiar with the sites and resources take greater “ownership” of areas visited.



**Figure 1. Highlights of Results for Region 1**

Categories	Boston National Historical Park	Boston African American National Historic Site	Cape Cod National Seashore
<i>Outreach Methods</i>	<ul style="list-style-type: none"> <li>• Festivals (e.g., Harbor Fest, Sail Boston)</li> <li>• Teacher contact and workshops</li> <li>• Special mailings</li> <li>• Viewpoint: “Tread lightly but tread” (e.g., engage the community, in the name of preservation)</li> <li>• Major special events: Provide exposure and develop comfort</li> </ul>	<ul style="list-style-type: none"> <li>• Joint programs, public programs, forums, symposiums, community projects, special events</li> <li>• Involvement of Boston City school teachers (e.g., field trips increased to their site)</li> <li>• Visits/presentations w/ schools (city/suburbs)</li> <li>• Boston Youth Fund (summer youth employment; cooperative venture with City of Boston, Mayor’s office)</li> <li>• Mailings: foreign countries-specific inquiries</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Educ coordinator: <ul style="list-style-type: none"> <li>- Visits/educ activities &amp; presentations for schools in immediate 6 town area (employed school year, not summer)</li> <li>- Some, but fewer, outer Cape schools for educ/interp. activities</li> <li>- Teacher workshops, in-class and field sessions</li> </ul> </li> <li>• EDLINK Community: Bell Atlantic grant – high school interns/exposure</li> </ul>
<i>Special or unique outreach efforts or programs</i>	<ul style="list-style-type: none"> <li>• “People and Places”</li> <li>• “Exploring the Real Thing”</li> <li>• “Making the Monument”</li> <li>• “Rebellion to Revolution”</li> <li>• Special anniversary events</li> <li>• Untold Stories: <ul style="list-style-type: none"> <li>- Segregation on Destroyer</li> <li>- African Americans fighting: Bunker Hill</li> <li>- Role of women in war</li> </ul> </li> <li>• External grants/research oral history interviews; Korean War era vets on Captain Cassin Young Ship</li> <li>• Biographies of 5 African Americans who fought at Bunker Hill (info also used for curriculum &amp; exhibits)</li> <li>• Redesigning existing exhibits; attempts to make more inclusive</li> <li>• Pru-Ranger Program (youth employment): Seasonal recruitment of diverse high school students</li> <li>• Recruiting efforts for diverse seasonal staff</li> </ul>	<ul style="list-style-type: none"> <li>• “Conversations for the Millennium”</li> <li>• Special events (e.g., Abolitionist March/Rally)</li> <li>• Black History Month calendar and events</li> <li>• Underground Railroad Initiative</li> <li>• “Resisting for Justice”</li> <li>• “In Hope and Glory”</li> <li>• Untold Stories: “Unique because it’s real” <ul style="list-style-type: none"> <li>- Rangers must discuss everything from race &amp; robbery to murder, hatred, bigotry &amp; sexism.</li> <li>- “Can’t have the untold story until you have the entire story”</li> <li>- Multi-layered perspective</li> </ul> </li> <li>• Use of metaphors in interpretive programs are effective in “telling the story”</li> </ul>	<ul style="list-style-type: none"> <li>• Harwich: not adjacent to CACO; intentionally included in visits to schools -- the “most ethnically diverse town on the Cape”</li> <li>• Greater attempts to link with New Bedford schools (re: Ige Portuguese population) and Gay Head Tribe, Native population: Martha’s Vineyard</li> <li>• “NEED” Programs (National Environmental Education and Development; est. 1970): <ul style="list-style-type: none"> <li>- Collaboration w/ 3 schools for 5<sup>th</sup> graders; multi-day experience: Truro</li> <li>- Old Coast Guard bldg. used by community groups; intentional priority given to special needs or inner-city groups (self-serve facility)</li> </ul> </li> <li>• Opportunities provided to Assoc. for Retarded Adults; Boston School for the Deaf (former visitors); Perkins School for the Blind; Helen Keller Institute</li> </ul>
<i>Partnerships</i>	<ul style="list-style-type: none"> <li>• Friends Group: Eastern National</li> <li>• Freedom Trail Foundation</li> <li>• Constitution Museum</li> <li>• Connections with local colleges &amp; universities (e.g., recruiting interns and seasonal staff)</li> <li>• Prudential Center – “Pru-Ranger Program”</li> </ul>	<ul style="list-style-type: none"> <li>• Museum of African American History</li> <li>• Public schools and universities (e.g., Suffolk University)</li> <li>• Boston Youth Fund (City of Boston, Mayor’s Office, summer program)</li> </ul>	<ul style="list-style-type: none"> <li>• National Park Foundation</li> <li>• School districts primarily in 6 town radius (Provincetown, Truro, Wellfleet, Eastham, Orleans, Chatham)</li> <li>• Bell Atlantic (“EDLINK commun”)</li> <li>• Friends of CC Nat’l Seashore</li> </ul>

**Figure 1 (cont'd). Highlights of Results for Region 1**

<b>Categories</b>	<b>Boston National Historical Park</b>	<b>Boston African American National Historic Site</b>	<b>Cape Cod National Seashore</b>
<i>Challenges</i>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Need to build database (e.g., not regular or consistent)</li> <li>• Lack of research in developing the Untold Stories</li> <li>• Develop “special exhibits” versus building into every day operations? (e.g., African American history).</li> <li>• Diversification of permanent staff</li> <li>• History/impact of segregation &amp; busing: stigma remains</li> <li>• Shame of federal gov’t taking away land from locals</li> <li>• Need to enhance diversity knowledge &amp; multicultural relations among staff</li> <li>• Experiences of Black interpreters vs. White</li> <li>• Visitor surveys: info gathered on demographics; not analyzed cross-race, gender, etc.; NPS “tends not to be intrusive, site’s hands are tied”.</li> </ul>	<ul style="list-style-type: none"> <li>• Training aspects of rangers: Need to be conscientious of “what is said and how it is said”.</li> <li>• Site is relatively small compared to many other NPS sites (re: not as well known until last few years)</li> <li>• Justification for projects to obtain budget requested (e.g., high profile parks get priority)</li> <li>• Education Specialist on loan – seeking matching grant to maintain position</li> <li>• Attempts to break the mold of tradition</li> <li>• Generate new information to visitors; need to generate new ways of thinking</li> <li>• White rangers occasionally intimidated by Black visitors (e.g., different knowledge, use of language, prompt dialogue)</li> <li>• Family involvement in programs (e.g., “survival theory” – re: may believe programs are important yet in scheme of life’s priorities may really be unimportant).</li> </ul>	<ul style="list-style-type: none"> <li>• 1,000 buses/yr: diverse population</li> <li>• Spring &amp; Fall school buses; drop in; don’t often make reservations for arrival; hard to schedule educ/interp. progr -little to no contact w/ rangers</li> <li>• Previous work with Boston school district (e.g., “Boston is so big/so complex, links made may disappear in couple of years)</li> <li>• Unable to reach to ethnically diverse general population – schools easier</li> <li>• African Americans visit Martha’s Vineyard; less visitation to CACO</li> <li>• Lack of written records and documentation from early Native inhabitants (“difficult to develop very intense, elaborate exhibits”)</li> <li>• Staff tend to be reactive; “burn out” factor can be strong; increased visitor demand takes away from other efforts</li> <li>• Local politics prevails in decisions</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>• Record social history of Navy Yard</li> <li>• Additional staff-focus on cultivating community relations</li> <li>• More sophisticated research (general)</li> <li>• Non-users: perception of park, area, sites? (seeking resources/research to collect data)</li> <li>• Ability to do more outreach beyond Charlestown</li> <li>• Training from outside NPS (e.g., intercultural training; diversity training)</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing strategist (external to NPS) to evaluate the site as to what they think would be the best alternatives. This, coupled with a needs assessment, would help BOAF to give their programs at the site a new direction.</li> </ul>	<ul style="list-style-type: none"> <li>• “Outer layer of assistance” to engage in outreach</li> <li>• Diversification of employees (“with more diverse staff we may be more sensitive to outreach to under-served populations”)</li> <li>• More ethnographic studies</li> </ul>
<i>Miscellaneous information provided</i>	<ul style="list-style-type: none"> <li>• Under-served: local population</li> <li>• Most education/outreach attention: School groups</li> <li>• Local community feels sense of ownership to site (e.g., Bunker Hill Monument &amp; U.S.S. Constitution).</li> </ul>	<ul style="list-style-type: none"> <li>• Valuable resource for schools and universities conducting research on the Black experience/community.</li> <li>• More demanding public (e.g., want to hear the truth)</li> <li>• Unique stories about African American History need to be told</li> </ul>	<ul style="list-style-type: none"> <li>• Increased retired population; active 65+ age cohort in area</li> <li>• Large gay/lesbian population expanding &amp; participating in more educ/interp activities</li> <li>• North Shore Air Force Base: significant minority population; no longer in existence on the Cape.</li> </ul>

## Region 1: Summary Points

Many common efforts and similar challenges across all three sites relating to education and outreach were discussed. Examples of common themes for special or unique efforts pertaining to outreach at individual sites include: 1) special events, 2) festivals, 3) anniversary celebrations, 4) utilizing services of colleges and universities for intern positions, 5) friends groups and cooperating associations assisting with various aspects of operating visitor centers and certain components of interpretation of the park (outreach may or may not be an element), and 6) youth employment programs and opportunities, 7) substantial international visitor population interested in learning about “everything there is to know about an area or group of people in one day.”

Challenges, on the other hand, include: 1) desire to diversify permanent staff (e.g., seasonal staff from different ethnic backgrounds easier to recruit), 2) additional staff needed to help meet demand of providing quality visitor services, 3) building relationships with local community groups and colleges/universities, 4) systematic evaluation of education and outreach efforts, and 5) providing environment of “comfort” and creating welcoming space to visitors from diverse backgrounds.

There were also many interesting components worth noting that surfaced site by site. The school system in Massachusetts cut the budget for transportation costs thereby limiting field trips for teachers. BOST built transportation into their budget in order to prohibit this aspect of programming for youth from terminating. BOST and BOAF operate collaborative programs with the Freedom Trail Partners such as “Rebellion to Revolution” and “Resisting for Justice.” BOST has made a conscious decision that it’s very important to not just come up with new things, but to change fundamentally the things they’ve been doing all along. Additionally, an ethnographic study was completed in the Northeast Region pertaining to African Americans and National Parks in New England. Apparently one of the recommendations that came out of that study suggested doing a “special exhibit” of the information generated from the results. An argument by staff at BOST is that “if you set up a ‘special exhibit’ you’ll only get certain audiences who go to *a special exhibit*. This isn’t integrated into your every day, ordinary program where everybody sees it as part of their own history.” This type of discussion must continue among the employees in order to ascertain the best way to highlight both aspects of NPS history that may have been hidden in the past as well as educate both park staff and the general public about valuable sociological experiences from certain cultural groups.

Efforts to engage local communities, in the name of preservation, are a key component. At the BOST, apparently one primary challenge relates to agreeing and determining how best to accomplish this task. Relating to the history of slavery, segregation and busing, a stigma still lingers around the Charlestown area. This makes it difficult for many local residents of the Boston area to have an interest in visiting; in particular, segregation in the 70s had an enormous impact on the community. It was noted that children today are less impacted than adults and that is why the school-based education components are equally important. CACO, on the other hand, is viewed by locals as “their city or county park system.” The irony is that CACO must portray themselves as a NP unit that has distinctly different goals. As a result, tension and conflict emerges around certain types of activity use and the regulations designed to protect and preserve the area (e.g., dunes).

Consequently, the local politics is very active, and park employees are constantly engaged in decision-making in conjunction with local constituents (e.g., outreach to outer Cape schools or remain focused on adjacent six towns?).

Visitor surveys have a demographics section yet all responses are accumulated as an aggregate and no analyses are completed across variables of race, gender, socioeconomic status, etc. NPS is the only government agency that is “not allowed to be intrusive.” Authorization must become a standard if critical information is to be obtained from visitors in the spirit of enhancing and improving education/interpretive programs, as well as augmenting decision-making around policies and procedures at a management level.

At the BOAF site, African Americans are the primary visitor. They do not engage in any special outreach efforts to other user groups however they continuously disseminate information to a variety of interested individuals upon request and on specific inquiries. Their calendar of events and special activities schedule “sells itself.” The youth programs at this site are extraordinary. For instance, organized in cooperation with the City of Boston Mayor’s office, BOAF is one of over 200 organizations and agencies to participate in the “Boston Youth Fund.” The NPS provides transportation, supplies, materials, etc. and the city pays the youth their salaries. One such program for high school age students is called “In Hope and Glory” where they receive training in 1<sup>st</sup> person historical interpretation and reenact the 54<sup>th</sup> Massachusetts Regiment. They are provided with uniforms/costumes, and engage in research about the people they portray (i.e., character development on members of the 54<sup>th</sup>). Based on additional city funding, beginning the spring of 2000, BOAF now operates an after school program year round with eight students from two different local high schools. Their students are also given the opportunity to visit, work, and play in such parks as Acadia NP in Maine and the Marsh Billings-Rockefeller National Historic site in VT. Exposure and opportunity are key reasons why these students want to gain more experience with and knowledge of the NPS. An important aspect of discussion continues to be reflected in whether people’s perceptions of our natural, historical and cultural resources relates to, or depends on, class and socioeconomic status, or is how we’ve been taught, what we’re exposed and oriented to, shape our attitudes towards parks? Or is this phenomenon a combination of both?

At CACO, a group of people from a Hispanic subculture from the Bedford and Fall River areas - coined as “hunter-gatherers” are frequently observed hunting in the area and/or picking mushrooms. Many of these individuals have hunting dogs and typically hunt rabbits. Comments related to the fact that “they look like a pretty diverse group and are noticeably different” and do not check out the visitor centers or participate in interpretive programs. “They are here to gather some of the resources.” It was clear that rangers have not necessarily engaged in communication with these groups to determine their interests and potential involvement with education or interpretive programs at CACO.

Produced by a grant from the National Park Foundation, CACO has developed the “Guide’s Guide to Cape Cod National Seashore.” This national model is a compilation of educational materials and fact sheets for all ages of visitors who arrive to this site by bus. And, this is a general resource available for people from any and all backgrounds to enjoy and learn about CACO. Due to the popularity and uniqueness of Cape Cod, a clear message was sent by staff that people are busy, there is a maintenance backlog, the mentality of staff from June to Labor day is they are already “maxed out,” road surfaces and parking lot

infrastructure are degraded in certain places, and “unless directive comes down pretty strongly from above, [we] don’t think the park is going to be all that inclined to try to draw any more visitation.” If the park employees were to investigate, “in a higher-minded way” to engage in other types of outreach than what is currently being done, the agreement seems to point to this occurring during the shoulder season. Consequently, the Environmental Education Coordinator is on furlough in the summer due to inability of the budget to support her tasks year-round. There is also an apparent divergence of attitudes among park staff and management relating to where education, interpretation and outreach priorities should be placed (e.g., effect of local politics).

Whereas the NPS has made strides in attempts to “diversify the work force” overall, CACO has admitted to struggling. The problem is not one of hiring, per se, rather of recruiting. “With a more diverse staff, we may be more sensitive to trying to reach under-served populations.” There was concurrence that recruiting people from diverse ethnic backgrounds to work on the Cape and/or with the park has not been approached right by CACO. While it was not mentioned as an element of interest or resource lacking, evidence points to the need for CACO employees to be engaged in on-going diversity and cross-cultural training.

**Region 2 (Intermountain): Curecanti National Recreation Area, Rocky Mountain National Park, and Petroglyph National Monument**

While this research did not reveal a collective strategy regarding education and interpretation throughout the region, it is evident that outreach to diverse communities is a high priority at these sites. Each of the sites has directed considerable effort toward classroom/school groups including development of teacher’s guides and curricula highlighting unique aspects and opportunities at each site.

Common ingredients among this region include:

- Education/Interpretive Initiatives:
  - Various programs designed for at-risk populations (i.e., stewardship programs, job training, and intervention programs) with under-served populations.
  - Working extensively with local school districts on site and in the classroom.
  - Multilingual communication efforts.
- Partnerships
  - Cooperation with a variety of state and federal agencies.

**Figure 2. Highlights of Results for Region 2**

Categories	Curecanti National Recreation Area	Rocky Mountain National Park	Petroglyph National Monument
<i>Outreach methods</i>	<ul style="list-style-type: none"> <li>• Two part: In-park school groups and programs in the schools</li> <li>• Approx. 85% of outreach programs occur <u>at</u> schools</li> <li>• Serve pre-school up to elder hostel (“all ages”) - extensive work with grades K-12</li> <li>• Activities developed to enhance school/district curriculum; tie in w/ math, science, geography and history standards; approx 10 interns per year help with efforts</li> <li>• Internet: 3-times the visitation views website than visits the park; 40% of hits are in education pages</li> </ul>	<ul style="list-style-type: none"> <li>• In park groups; ranger sessions in schools</li> <li>• Community-based organizations from Denver assigned to each permanent ranger; provision of minimum of two programs per group per yr (aspect of the Corps of Discovery)</li> <li>• Week-long summer camp; collaborative effort; city kids – wide exposure of natural resources</li> <li>• “Bienvenidos” – general communication with Spanish speaking visitors to talk about the park, experiences, &amp; program opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Organized school programs</li> <li>• High school stewardship program</li> <li>• Curriculum based education program</li> <li>• Cultural awareness teachers guide</li> <li>• 28 cultural demonstration projects</li> <li>• Native Am. Story tellers in park</li> <li>• Hispanic weavers, NA potters</li> <li>• Virtual reality trail</li> <li>• Traveling exhibits that reflect cultural and natural resources</li> </ul>
<i>Special or unique outreach efforts or programs</i>	<ul style="list-style-type: none"> <li>• Two Spanish-bilingual interpreters on staff</li> <li>• Provide programs for alternative high school in area (Gunnison Valley School, Gunnison, CO)</li> <li>• “Blue Mesa and Beyond” – seminar series (free). Two parts: 1) evening preparation talk for trip or activity occurs in Gunnison at local facility in town; 2) participants drive out to site the next day to participate in program/activity</li> <li>• Rangers led sessions in classes at schools in Spanish</li> <li>• Certain sections on website are in 3 languages (Japanese, Spanish, French)</li> <li>• Vision: have several paragraphs on website included in each major language around the globe</li> <li>• Presentation about programs and curriculum at graduate level seminars (e.g., Utah State)</li> <li>• 1993: Science based education passed in the CO legislature; “Connect” grant from NSF (\$10 million to public schools), this area had 1 representative from Western State College, 1 from school district in local area, and 1 from local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach in the schools and various diverse communities since 1992</li> <li>• Junior ranger info packet and signage in Spanish</li> <li>• “W.I.N.-W.I.N.” (Wonders in Nature, Wonders in Neighborhoods) – Approx. 30 schools, 25 field sites; collaborative effort</li> <li>• “Corps of Discovery” – Program offerings and maintenance of relationships with various ethnic communities in Denver</li> <li>• “Old Stories, New Voices” – Collaborative effort; atypical summer camp for ethnically diverse students; NPS instructors/counselors;</li> <li>• “Seeking the Summit” – Grades 1-6; high population of students from homes where no parents have previously attended college.</li> <li>• Women’s Shelters</li> <li>• Youth Naturally: Jr. High, at-risk, inner-city</li> <li>• Youth in Natural Resources: H.S., at-risk, inner-city, career development component.</li> </ul>	<ul style="list-style-type: none"> <li>• Community liaison position</li> <li>• Training Pueblo on their site</li> <li>• Publication on Atrisco land grant</li> <li>• Allow Native American religious practices within the monument</li> <li>• Native American symposium</li> <li>• Consultation with diverse groups <u>during</u> park planning efforts</li> <li>• Community outreach and gang intervention specialist hired through NP Foundation</li> <li>• Ethnographic study (book on land grants)</li> <li>• GPRA goals associated with community outreach</li> <li>• “That place people talk about” cultural landscape report</li> <li>• allowing Hopi, Zuni, and Pueblo people to tell their own story</li> </ul>
<i>Partnerships</i>	<ul style="list-style-type: none"> <li>• School districts</li> <li>• Cooperative interagency group efforts (e.g., BLM, Dept of Wildlife, USFS) – multi-agency approach to education programs in the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Rocky Mountain Nature Associates</li> <li>• Rocky Mountain Associates (Friends Group)</li> <li>• Nat’l Park Foundation: Parks as Classrooms; Exxon Grant (evaluation of programs)</li> <li>• Dept. of Natural Res; Dept of Wildlife</li> <li>• Various School Distr; CO Historical Society.</li> </ul>	<ul style="list-style-type: none"> <li>• Rio Grande Foundation (ethnographic study)</li> <li>• Various Native American and Hispanic community groups</li> <li>• Various resource management agencies</li> <li>• Community leaders</li> </ul>

**Figure 2 (cont'd). Highlights of Results for Region 2**

<b>Categories</b>	<b>Curecanti National Recreation Area</b>	<b>Rocky Mountain National Park</b>	<b>Petroglyph National Monument</b>
<i>Challenges</i>	<ul style="list-style-type: none"> <li>• Transportation issues; biggest complaints from schools</li> <li>• Unless multi-day trip is part of minority group program in visiting the site from outside the area, difficult to reach ethnically diverse populations beyond current locale</li> <li>• No longer provide as many programs for special needs visitors and participants from organized groups (difficulties of logistics, mobilizing groups, and lack of comprehension of participants)</li> <li>• Limitation: Geography; “turf wars” with other NPS sites in the region to conduct outreach to under-represented user groups</li> <li>• Proximity to Four-Corners; Navaho and Hopi tribal lands abound; difficult to engage this population (e.g., recruit for employment or visitors/program participation)</li> <li>• Ute land in proximity; Indians have an influence in area; staff interaction with Ute natives is minimal.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation: Necessary, expensive, time consuming</li> <li>• Tracking of student involvement in outreach programs not as strong as education programs</li> <li>• Getting into the schools during off season happens yet is difficult; re: lack of staff</li> <li>• Environmental education and outreach programs not funded adequately</li> <li>• “Old Stories, New Voices” long-term progress and survival is challenged by decrease in funding to support.</li> <li>• Transportation to certain groups unable to provide their own</li> <li>• Certain groups of potential participants don’t have necessary equipment or gear.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary visitors from 62 countries</li> <li>• Petroglyphs not a destination park</li> <li>• Lack of diverse interest in visitor centers</li> <li>• Blacks, Hispanics under-represented</li> <li>• Lack of staff diversity (although this site is better than most)</li> <li>• Must rework outreach publication to be more inclusive</li> <li>• Lack of adequate resources</li> <li>• Travelling exhibits need to be improved</li> <li>• Loss of gang intervention specialist</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>• Ways to resolve transportation issues</li> <li>• Even greater provision of technology (e.g., vision of building a virtual classroom to influence more schools or outreach groups through emerging technologies than rangers being there in the schools).</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of external objective evaluation (to be on-going) of education programs.</li> <li>• Evaluation of outreach programs</li> <li>• Staff to assist with program leadership during academic school year and w/ outreach efforts</li> <li>• Partnership with outdoor retailer (equip/gear)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional staff for special programs (stewardship, etc)</li> <li>• Funding for school transportation</li> <li>• Ability to do more outreach beyond local community.</li> </ul>
<i>Miscellaneous information provided</i>	<ul style="list-style-type: none"> <li>• Demographics of Gunnison are changing; increase in Latino and Black population settling in area</li> <li>• Staff presentations at national conferences relating to curriculum-based activities developed at their site</li> <li>• Approximately 90% of groups are repeat clients</li> <li>• Trends: families with R.V.s; more front range visitors to the western slope</li> <li>• Web site reaches large Deaf population</li> </ul>	<ul style="list-style-type: none"> <li>• Education programs: designed to support school curriculum &amp; based on state standards</li> <li>• Longitudinal study in progress (5 years): “Seeking the Summit” – Includes pre- &amp; post-testing for grades 1-6. Formal evaluation &amp; assessment. Contract w/ Poudre Schools and the Research &amp; Development Center for the Advancement of Student Learning (CSU).</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural resource specialist on staff</li> <li>• Teacher guide geared toward telling the “untold story” regarding Buffalo Soldiers, Native Americans, etc.</li> <li>• Focus has been with local community to the exclusion of national audience</li> <li>• Land is not owned by NPS</li> </ul>

## **Region 2: Summary Points**

Two out of three sites visited in this region are located in Colorado. The third, Petroglyph National Monument, is located adjacent to Albuquerque, New Mexico. The Intermountain Region is a large tourist destination. These sites receive a significant share of national visitors, fewer international visitors (approx 2-5%); and, the largest proportions of visitors are from in state (approximately 40-50%) as well as from neighboring states.

Extraordinary efforts are made in this region to reach under-served populations. CACO for instance, has two bi-lingual (Spanish/English) interpreters on staff to assist with visitors on site as well as providing education sessions to the local schools in Spanish. ROMO has bilingual interpretive rangers who are usually available upon request.

A considerable proportion of general recreation visitors to CACO are Latino/Hispanic. They primarily engage in shore fishing and boating, and have very little contact with rangers. Apparently they rarely purchase permits and do not stay in the campgrounds. This population is considered to be “peripheral users” by park staff. Two primary components within CACO education programs are noteworthy; that is, their activity guide to support local school curriculum and extensive web site development. They operate with a broad vision of outreach by sharing their activities and lesson plans with city school districts across the country on the web. The Internet will be a major catalyst for this resource sharing. ROMO receives frequent visitation by a local Hispanic population to certain segments of the park (e.g., Endovalley) and these users also do not typically utilize the visitor centers or participate in programs.

ROMO has been very conscientious about serving the needs of people with disabilities and other special needs (e.g., via both education programs and facility development such as wheelchair accessible trails). Regarding CACO, there was a period of time where staff from this site worked closely with special needs populations. While they still provide interpretation for certain groups (e.g., disabled adults), these efforts have decreased for various reasons such as difficulty dealing with logistics and changing philosophy. Staff noted, “If someone who can’t comprehend the minimal about something that is a treasure to this country, they need to be in another area doing other recreation.”

CACO and ROMO both have an extensive evaluation process that includes pre- and post- testing of student learning. At CACO, the most recent data collected shows an overall average increase of 26% in comprehension of the environmental education lessons (e.g., water, geology, energy). At ROMO, a major evaluation and assessment of one of their education programs is in progress. That is, in partnership with the Poudre School District and the CSU Research and Development Center for the Advancement of Student Learning, the “Seeking the Summit” program at ROMO was piloted in the fall of 1999 with one elementary school consisting of approximately 400, 1<sup>st</sup> thru 6<sup>th</sup> graders given a pre- and post-test. Results of this aspect of the study will be utilized to develop a final instrument validated for a longitudinal study (i.e., data collection over the next 5 years).



Region 3 (Pacific West): *Golden Gate National Recreation Area, John Muir National Historic Site, Point Reyes National Seashore.*

All of the sites have explored a variety of outreach strategies designed to increase interest among diverse audiences. While the sites within this area might benefit from a regional strategy such as *The Road Ahead*, or *Telling the Untold Story*, the diversity among these sites poses a significant obstacle to composing a regional strategy that would be inclusive of all NPS units.

Common ingredients among the units visited within this region:

- Education/Interpretive and Outreach Initiatives:
  - *Stewardship programs* involving local high school students working directly within the park to encourage interaction and support for park activities. These programs range from vocational training involving nursery work and landscaping with native vegetation, to area rehabilitation and park clean-up campaigns.
  - *Special events* consisting of local parades, cultural events that are hosted within each of the NPS units. While many of these events reflect the diversity within the community, they are tied directly with the interpretive mandate of the unit itself (i.e. Scottish culture and heritage at John Muir Historical Site; Native American festivals involving Coast Miwok at Pt. Reyes National Seashore, and working with Chinese elders to design relevant programs at Golden Gate National Recreation Area.
  - *Community Advisory Groups* involving a range of community partners and those involved in park programs. While Golden Gate NRA, Point Reyes National Seashore have enjoyed a long history of involvement with citizen advisory groups, park units within the region have expanded this idea to include diverse populations, youth advisory groups, and participation in NPCA's community partners program.

**Figure 3. Highlights of Results for Region 3**

<b>Categories</b>	<b>Golden Gate National Recreation Area</b>	<b>John Muir National Historic Site</b>	<b>Point Reyes National Seashore</b>
<i>Outreach methods</i>	<ul style="list-style-type: none"> <li>• Environmental Ed. Specialist               <ul style="list-style-type: none"> <li>- curriculum based education program</li> <li>- community based educ. programs</li> <li>- Cross cultural staff training</li> <li>- Chrissy Field Education Ctr.</li> <li>- Multiple translations of ed. Materials</li> </ul> </li> <li>• Community programs director               <ul style="list-style-type: none"> <li>- Chrissy Field Center</li> <li>- Golden Gate Raptor Observatory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Traditional nature walks, bird walks with a naturalist</li> <li>• Curriculum based education program (being completed)</li> <li>• Wildflower walks</li> <li>• Roving interpretation in house and on grounds</li> <li>• Self guided interpretive pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum based education program for grades 6-8</li> <li>• FM radio show presented every other week to highlight upcoming park events.</li> <li>• Standard park brochure translated in three languages press release in three ethnic newspapers (La Opinion, Korean Community News, Community Voice).</li> </ul>
<i>Special or unique outreach efforts or programs</i>	<ul style="list-style-type: none"> <li>• High school job training program</li> <li>• “National Parks Labs” vocational training</li> <li>• Community stewardship days</li> <li>• AmeriCorps internships through college/univ.</li> <li>• Alcatraz Is. Special programs               <ul style="list-style-type: none"> <li>- high school civics</li> <li>- middle school archeology</li> </ul> </li> <li>• Nike Missile site</li> <li>• Buffalo soldiers interpretation</li> <li>• “Aim high” middle school program earn college</li> <li>• Presidio Stewards Program</li> <li>• Angel Island immigration documentary</li> <li>• Chrissy Field community advisory committee</li> <li>• Numerous community festivals (floats)</li> <li>• Park plays host to blues festival and events of community interest</li> <li>• “March for the Parks”</li> <li>• Booths at international tour and travel events</li> <li>• “Branding” of the parks and places of interest</li> <li>• Extending hours of operation (night programming)</li> </ul>	<ul style="list-style-type: none"> <li>• Scottish Heritage Festival</li> <li>• Burns dinner (celebration of Robert Burns)</li> <li>• Ranch Days (life on the ranch in the 1800’s)</li> <li>• La Posada (Christmas celebration)</li> <li>• Victorian Christmas celebration in Muir House</li> <li>• “Second Chance” alternative education program</li> <li>• Inner City Outings (Sierra Club)</li> <li>• Adobe celebration (link to Martinez Hispanic community)</li> <li>• Nature essay contest in local schools (published as book of writings by local high school students).</li> </ul>	<ul style="list-style-type: none"> <li>• Hosts two Native American festivals</li> <li>• Hispanic radio show broadcast</li> <li>• Interpretive master plan focus on Coast Miwok culture</li> <li>• Association currently runs education center</li> <li>• Association scholarships for inner city students to attend nature camp</li> <li>• Big Time Festival (Native American)</li> <li>• Strawberry Festival (Native Am)</li> <li>• Adopt-a-Trail program</li> </ul>
<i>Partnerships</i>	<ul style="list-style-type: none"> <li>• AmeriCorps</li> <li>• SF and Marin Conservation Corps</li> <li>• Golden Gate Raptor Observatory</li> <li>• Numerous elementary, middle, and high schools</li> <li>• SF Bay Area Community Colleges and Universities</li> <li>• Space prohibits mentioning all existing partners</li> </ul>	<ul style="list-style-type: none"> <li>• Sierra Club</li> <li>• Local school districts</li> <li>• Spanish Colonial Research Center (New Mexico)</li> <li>• Sonoma State University</li> <li>• Member NPS Community Partners Program</li> </ul>	<ul style="list-style-type: none"> <li>• Nature Association</li> <li>• Local school districts</li> <li>• Numerous Native American organizations</li> </ul>

**Figure 3 (cont'd). Highlights of Results for Region 3**

<b>Categories</b>	<b>Golden Gate National Recreation Area</b>	<b>John Muir National Historic Site</b>	<b>Point Reyes National Seashore</b>
<i>Challenges</i>	<ul style="list-style-type: none"> <li>• Articulating the connection between community and parks</li> <li>• Avoiding “urban bad/parks good” trap</li> <li>• Insuring proper representation when planning for diverse community needs</li> <li>• Inclusion of environmental justice issues in parks interp.</li> <li>• Lack of a representative work force</li> <li>• Changing the measure of equity in partnerships</li> <li>• Shifting the focus to allow community members to tell their own story</li> <li>• Redefinition of urban and natural environments</li> <li>• While GOGA provides considerable resources, there is a lack of NPS staffing to run programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Being inclusive while staying within the legislative mandate for the site</li> <li>• Making Muir’s life relevant to people of color</li> <li>• Limited staff</li> <li>• Limited budget</li> <li>• Lack of staff diversity</li> <li>• Expanding the community focus at the site</li> <li>• Translation of classroom/curriculum program</li> <li>• Demographic profiles of site visitors</li> <li>• Adequate research related to non-user groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach to migrant labor force adjacent to the park</li> <li>• High visitation stretches park resources</li> <li>• Determining appropriate messages for diverse groups</li> <li>• Lack of adequate research on needs and preferences of diverse audiences</li> <li>• Lack of integrated approach involving under-represented groups</li> <li>• Lack of adequate resources</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>• Additional staff to work within local communities</li> <li>• Specific resources related to non-users</li> <li>• Community incentives for participation</li> <li>• Outcomes assessment tools for community projects</li> <li>• Adequate Native American historical documentation</li> <li>• NPS staffing inadequate for amount of programs</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing specifically tied to community outreach</li> <li>• Multi-lingual staff</li> <li>• Additional resources for community outreach</li> <li>• Money to provide transportation for schools</li> <li>• Lack of adequate user information</li> </ul>	<ul style="list-style-type: none"> <li>• Remote location is a barrier to casual visitation</li> <li>• Outreach to migrant labor force</li> <li>• Lack of adequate staff focused on community outreach</li> </ul>
<i>Miscellaneous information provided</i>	<ul style="list-style-type: none"> <li>• Community profiling to determine local needs</li> <li>• NP Foundation has hired a marketing firm to determine inner city recreation needs and preferences</li> <li>• International market strong for GOGA</li> <li>• Unique recreation groups that use the park (subsistence crabbing, fishing, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• 25% of site visits made by public/private school groups</li> <li>• Strong cultural connection with people of Scottish ancestry</li> <li>• Outreach with local service organizations is strong (Lions Club, Kiwanis, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 million visitors per year (85% of which are Caucasian)</li> <li>• Multi-cultural training for park staff every 2-3 years</li> </ul>

## **Conclusion**

### **Common Themes**

A primary emerging theme surfacing from the analysis of the interviews, and subsequent categories, was that actions of the park staff (e.g., chiefs/supervisors, interpretive rangers) formed the basis for outreach efforts and those actions were important in influencing attitudes of other park staff as well as specific program designs. A park management plan that emphasizes outreach to minority communities will be more successful in reaching diverse audiences. Additionally, such plan will enhance environmental education and opportunities for outdoor recreation among people of color than a park site that is didactic and passive. Many common and recurrent themes surfaced coast-to-coast among all nine sites involved in this case study. Those factors include:

#### **Interpretation and Education**

- ✓ Discover the Untold Stories
- ✓ Evaluation of programs is challenging: Minimal formal measurement of efforts and outcomes.
- ✓ Perceptions and attitudes of non-users towards NPS, various parks, sites, area still unidentified in-depth
- ✓ Providing resources and materials to assist school teachers in accomplishing their educational goals and objectives (e.g., meet needs of curriculum) rather than impart NPS specific park “curricula” on the schools allows for greater development of school district partnerships and cooperation.
- ✓ Classroom curriculum is often the principal strategy in reaching surrounding communities.

#### **Challenges**

- ✓ Overriding problem noted by staff in each area: lack of funding
- ✓ Lack of staff to assist with and/or provide additional programming
- ✓ Lack of research/resources to conduct site-specific research
- ✓ Transportation issues
- ✓ Diversification of permanent staff
- ✓ Stigma/“disgrace” of federal government taking away lands from the locals and/or Native people
- ✓ Need to enhance diversity knowledge and multicultural relations among staff
- ✓ Educating teachers who, themselves, are not comfortable or fluent with the opportunities provided by NPS units, and therefore do not include NPS field trips to supplement their school-based curriculum.

#### **Resources Needed**

- ✓ Additional staff
- ✓ Training opportunities from outside the NPS
- ✓ More sophisticated research – site specific and system-wide
- ✓ Marketing assessment/strategies to enhance exposure to diverse communities

## Management Implications

### Linking Literature Gaps and Site Practices

Emerging from this study's grounded theory approach, three primary themes became apparent. Two themes surfaced during the review of literature and included a lack of knowledge regarding preferences for park and outdoor recreation opportunities among minority communities, and a lack of adequate evaluation research involving interpretive programs and outreach efforts to minority audiences. Engaging local communities to determine their level of interest and community needs might be a first step in resolving many of the knowledge gaps involving minority audiences. Traditional market analysis and segmentation in minority communities may serve as an initial step in addressing the needs of local people. The literature suggests that ethnic differences alone may not address the lack of park interest from diverse communities. Other intervening variables such as social class, gender, urban/rural residence, etc., may play an important role in outdoor recreation choice behavior. Relating to park planning efforts, it is critical that the manager's involvement is such that they ensure diverse perspectives are recognized and incorporated. Furthermore, managers may wish to consider a variety of strategies such as differential pricing, gender specific programming (such as *Becoming an Outdoors Woman*), and interpretive/educational messages that stress the relevance of parks to urban audiences to broaden the appeal of outdoor recreation.

A second theme appearing in the literature was the lack of adequate evaluation involving interpretive programs and outreach efforts to minority audiences. Many valuable education programs have been developed such as the *Parks as Classroom Project*, *Telling the Untold Stories*, *Corps of Discovery*, and other programs too numerous to mention that address aspects of cultural relevance and enhance the diverse appeal of parks. Too often, however, these programs have not been evaluated in terms of their programmatic impact. Parks must assume a more proactive role in insuring an evaluative component is included during program development. Without ongoing assessment and program evaluation our collective understanding regarding the relevance and community affiliation/involvement of these programs will be minimal.

Third, regarding the case study interviews, it was apparent that the pattern of outreach to diverse communities, and subsequently the types of educational/recreational activities offered can be attributed to two primary assumptions: 1) Level of personal/professional interest among the staff in various decision-making positions at any given site (e.g., Chief of Interpretation, Superintendent), and 2) degree of "pressure from above" within the hierarchy of the NPS often dictates the plan (e.g., NPS Director, Special Assistants to the NPS Director, Regional Directors). Further investigation of these postulates could provide extremely valuable information for enhancing the outreach efforts put forth by the Park Service.

The most visible gaps in the outdoor recreation research as it pertains to the association of race/ethnicity, gender, and/or social class are within the areas of motivation, and meaning/place attachment (Table 1). While much of the research in this field has been concerned with understanding participation patterns, barriers and constraints to outdoor recreation involvement, and recreation and leisure behavior, very little is known regarding recreation experience preferences among diverse user groups, perceived conflicts, and the sense of attachment or affiliation within the community relating to national park visitation or lack thereof. If managers are to effectively market the attributes of parks to under-represented audiences, they must first gain an understanding of recreation experience preferences, and the recreation priorities of their local audiences. Last, assessment of needs and seeking innovative strategies to address these needs, without compromising the mission of the park itself, is essential for future.

### **Discussion**

What are some of the lessons learned from this research? Are the programs reflected on these pages effective in creating an interest for parks among diverse audiences? More important than the individual success of these programs is the collective statement they make about the interest of the National Park Service in serving under-represented groups. While individual programs have begun to show results, it is far too early to judge them successful in diversifying the constituencies for National Parks. The importance of these programs does not lie in their success, but rather their intentions to be inclusive. These programs are a collective statement about the level of interest being generated by certain units within the system. They provide unique insight into how seriously the Park Service considers its mandate to reflect the interests of *all* Americans.

Regarding the association of race/ethnicity, gender, and social class, none of us alone has a comprehensive view of how these three variables operate as categories of analysis or how they might be used as categories of connection. As scholars, our personal biographies typically offer us partial views. Each researcher clearly has their own areas of specialization and expertise, whether scholarly, theoretical, or pedagogical, and within any given area of race, class or gender. Similarly, given limited resources within NPS sites, park staff may or may not have the training necessary to provide certain educational opportunities that will be of substantive interest and meaning to diverse constituents.

Strategies that involve local communities directly in park planning and decision-making have proven to be effective with diverse audiences. Effective park units have taken an aggressive outreach approach such as hiring community liaison staff, linking GPRA goals to outreach effectiveness, and actively seeking the input from minority communities through advisory boards, or informal networks. Parks must be proactive in their approach if their intention is to actively engage diverse audiences and local communities. Reaching out to church groups, schools, community centers, shelters, and the diversity of social programs within the community may provide parks with unique opportunities to serve the needs of local people. One park in California currently partners with a battered woman's shelter in the local community to offer therapeutic camping opportunities for women in the program. This type of community involvement and service should be an ongoing focus for parks concerned with broadening their constituencies and increasing local appeal.

Moving beyond the parochial view of parks with boundaries will create the correct atmosphere for positive community interactions. Parks must be actively engaged with under-represented audiences if they are to increase the relevance of parks to their lives. A recent survey of NPS urban park manager's points to the need to understand the values and attitudes of the residents of communities and neighborhoods adjacent to urban parks, and to develop strategies for integrating visitor and community based perspectives into decision making (Harris & Lorenzo, 2000). Park staff must constantly ask why this program or approach is important or relevant to the lives of local people. No longer is it enough to see parks as providing a brief respite from the hectic and hurried urban lifestyles we all share, but rather, we must impress upon the growing urban audience the need for the environmental benefits, and cultural resources parks may provide. Parks must become part of the community fabric that they serve. They must come to be regarded as an integral part of the larger physical and cultural landscape that touches the lives of urban people in a variety of ways that are as distinctive as the communities who visit them.

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# APPENDIX

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## ANNOTATED BIBLIOGRAPHY

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*Note: The annotations in this section include those references found to date through completion of this project. Omissions are erroneous and unintentional.*

1. Arnold, M. L., & Shinew, K. J. (1998). The role of gender, race, and income on park use constraints. Journal of Park and Recreation Administration, 16(4), pp. 39-56.

Overview: This study examined perceived park use constraints in Chicago, Illinois, according to income level, gender, and race. The multiple hierarchy stratification perspective served as the theoretical framework for the study. The literature review included related empirical studies in the areas of income, education, occupational status, and constraints to participation among women, and Blacks.

Purpose of the study: To examine constraints to urban park use as effected by gender, race and income. Reported constraints between Blacks and Whites, females and males, and upper and lower income groups were compared.

Methodology: A stratified sample of parks was taken to assure diversity of park users by race and income in the Chicago metropolitan area. A systematic sample was used to collect approximately 150 on-site surveys from each of six community parks.

Results/Discussion: The overall results of this study did not support the multiple hierarchy perspective; for instance, upper income White males reported significantly *more* overall constraint to park use than did low income Black females. Important to note that certain subscales did support the perspective, such as gender (e.g., females reported higher constraint score than males). Management implications are provided, including that managers should be aware of the high level of fear of violence among women, and fear of racial conflict as a constraining factor to park use. Future research might include in-depth interviews or focus groups particularly among low income Black women. Using a qualitative approach may allow other types of constraints to emerge.

Keywords: Gender, race, income, leisure constraints, urban parks, multiple hierarchy stratification perspective.

2. Baas, J. M., Ewert, A., & Chavez, D. J. (1993). Influence of ethnicity on recreation and natural environment use patterns: Managing recreation sites for ethnic and racial diversity. Environmental Management, 17(4), 523-529.

Overview: Management of natural areas is becoming increasingly complex because of the influx of urbanized society into wildland sites. As society becomes more pluralistic, a major factor that managers of natural environment sites need to consider is ethnic and racial background of visitors. Previous research shows recreation behavior, perceptions of natural sites, expectations of visitors and rates of participation in outdoor activities varies by ethnic group.

Purpose of the study: To examine the role of ethnicity in shaping recreation use patterns and site perceptions at a wildland-urban recreation site in Southern California. Study objectives included determining whether there are racial and/or ethnic differences in use and

perceptions of the sites, how visitors use information to find out about the area, and interactions with management.

Methodology: Self-administered questionnaires were distributed to visitors by a multilingual research team. Visitors within the sampling area of Mecca Hills within the Mojave Desert (managed by BLM) were approached and asked to complete the questionnaire about their recreation experience. Questionnaires were completed in English or Spanish, and were administered and collected on-site ( $n=237$ ) to minimize delays and nonresponse bias associated with mail-back surveys. Data were collected on two weekends, during peak-use periods.

Results/Discussion: Five racial and/or ethnic groups were identified of which the majority self-identified as Hispanic (78%) followed by Anglos (16%). One individual was Afro-American, while members of several other racial groups were aggregated into an "other" category. ANOVA revealed there were statistically significant differences in how ethnic groups perceived the area. These differences pertained to the importance each group attached to actual site features (e.g., picnic areas, trails, restrooms and other site amenities) as well as desired features. Findings are consistent with other research in suggesting that ethnicity may play a role in the type and level of expectations people have toward natural recreation sites. Suggested management strategies based on group differences are provided.

Keywords: Ethnicity, recreation, wildland-urban interface, management strategies.

3. Blahna, D. J., & Black, K. S. (1992, May 17-20, 1992). Racism: A concern for recreation resource managers? Proceedings of the 4th North American Symposium on Society and Resource Management. Managing urban and high-use recreation settings. Selected papers from the "Urban Forestry" and "Ethnic Minorities and the Environment" paper sessions. Madison, WI: University of Wisconsin.

Overview: Questions of social equity include the provision of outdoor recreation opportunities, and have arisen from research showing that ethnic minorities, especially African Americans are under-represented in most forest recreation activities. Few studies have looked at the issue of race relations in parks, and those that have, found only weak support for the notion that racism may act as a barrier to recreation participation.

Purpose of the study: To explore racism as a potential racial barrier to outdoor recreation in forests and parks.

Methodology: Focus group interviews were conducted with students at Northeastern Illinois University (UNI) in Chicago. UNI is a socially and economically diverse institution (e.g., over 1/3 of the 10,000 students are non-white, and there are 15 ethnic student groups on campus. Most of the focus groups held for this study were with members of ethnic organizations based on campus, other focus groups were held in geography classes with primarily minority students. There were a total of 22 focus groups ranging in size from 3 to 15 students (average was  $n=8$  students per group). Ethnic breakdown includes: 43 Asians, 24 African Americans, 55 Hispanics, and 36 Caucasian ( $n=168$  total participants). In addition to focus group interviews, 10 personal interviews were conducted with minority student and faculty leaders on campus. In the interviews, participants were asked about their use of local, regional, and national park and recreation areas, activities they participated in those areas, and problems or barriers they encountered. The goal of the interviews was to encourage participants to discuss their activities in, and attitudes toward, natural areas in

general. The interviews were taped, transcribed, and coded for content in 3 major areas: 1) images and preferences for forest recreation areas and activities, 2) barriers to participation, and 3) recommendations for making forest opportunities more available to urban minorities.

Results/Discussion: This paper focuses on barriers to recreation participation, especially the role of racism, and the relationship of racial barriers to other recreational barriers for minorities. A total of 537 barrier related comments were coded into nine categories: 1) management barriers (e.g., poor facilities, lack of maintenance); 2) safety or crime; 3) racism; 4) cultural barriers (e.g., language, dress, family or gender roles); 5) economic or transportation constraints; 6) time; 7) discomfort in the outdoors (e.g., primitive facilities, physical discomfort); 8) fear of the environment, and 9) user conflicts. Comments on racism related barriers were analyzed in six general themes. Descriptions of these six themes provide the major content of this report: 1) on-site experiences of racism from other recreationists; 2) on-site experiences of racism from professional staff; 3) differential upkeep and management of local parks; 4) fear of expected or potential racism; 5) socialization resulting from historical experiences with racism, and 6) social effects of past economic discrimination (i.e., economic deprivation/marginality). Research and management implications are provided.

Keywords: Race, ethnicity, socioeconomic, racial barriers, forest and park recreation, racism, historical perspective.

4. Busser, J. A., Hyams, A. L., & Carruthers, C. P. (1996). Differences in adolescent activity participation by gender, grade, and ethnicity. Journal of Parks and Recreation Administration, 14(4), 1-20.

Overview: Constructive leisure involvement may have positive consequences for adolescents. A greater understanding of adolescent activity participation and interests is required to assist professionals in the development of programs that will increase and enhance involvement.

Purpose of the study: To examine the leisure interests and participation of adolescents in relationship to gender, grade level and ethnicity.

Methodology: This study was conducted in a large urban school district in the Southwest and included eight junior high schools and five high schools. Questionnaires were distributed, completed and returned during one homeroom class period at each school. 566 students total completed the questionnaire (n=122 junior high, n=444 high school). The questionnaire consisted of demographic information along with 112 leisure activities in which students indicated their level of involvement.

Results/Discussion: A factor analysis of these 112 activities found 6 leisure activity groupings including: personal growth, arts, nontraditional sports/games, outdoor, community, and sport. Overall, youth indicated the highest preference for community activities. A MANOVA revealed significant differences in activity participation by gender, grade, and ethnicity. Males were more interested in outdoor activities, traditional sport and nontraditional sport/games while females were more interested in personal growth and the arts. Junior high students were more interested in nontraditional sports/games, outdoor and sport activities than high school students. Caucasian youth were more interested in outdoor activities than youth of color. This study suggested that pre-adolescents and adolescents, in

general, are also interested in physically active leisure either through sport or outdoor involvement. Implications for youth programming personnel are discussed.

Keywords: Adolescents (junior high and high school), gender, ethnicity, social class, recreation programming.

5. Caro, V., & Ewert, A. (1995). The influence of acculturation on environmental concerns: An exploratory study. Journal of Environmental Education, 26(3), 13-21.

Overview: Other studies have found a broad array of "differences" among ethnic and cultural groups on various outdoor and environmental issues (e.g., recreational behavior, cross-cultural land ethics, leisure preferences). Of growing interest is the perception that environmental concerns and outdoor recreation behavior may be influenced more by class and level of acculturation than by ethnicity.

Purpose of the study: This study examined levels of acculturation, as measured by place of birth and arrival age (to the U.S.), and the effect on responses to a selected group of environmental issues.

Methodology: A scale of 11 environmental concerns was administered to visitors to two southern California forests. The respondents completed a questionnaire constructed by the researchers based on their personal contact with forest visitors and perusal of the literature. There were 398 usable questionnaires (out of 640 visitors contacted) of which 188 (48.2%) were male and 202 (51.8%) were female. Ethnic identity was categorized as U.S. born Anglos, U.S. born Hispanics, Mexican-born Hispanics and Central American-born Hispanics.

Results/Discussion: Significant differences were observed on 4 of the 11 issues: Concerns about destruction of streambed vegetation, nuclear waste dumping, oil spills, and car emissions. Results also indicate that length of time in the United States and age of the individual upon arrival to the U.S. are of importance in predicted levels of environmental concern. Findings suggest that by evaluating the public's attitude toward environmental problems, environmental educators and outdoor recreation resource managers can more effectively deal with depreciative behaviors displayed at a specific site.

Keywords: Environmental concerns, ethnic/cultural differences, acculturation, class differences, visits to national parks, recreation behavior.

6. Carr, D. S., & Williams, D. R. (1993). Understanding the role of ethnicity in outdoor recreation experiences. Journal of Leisure Research, 25(1), 22-38.

Overview: The article concentrates on learning the role that ethnicity plays in outdoor recreation behavior. The researchers focused on understanding the apparent under-participation of minorities in most types of outdoor recreation utilizing explanations of the marginality and ethnicity hypotheses.

Purpose of the study: This study examines the influences of ancestral, generational, and acculturational differences on meanings and preferences related to outdoor recreation experiences and forest use.

Methodology: Four sites on two national forests in southern California were chosen for the study (i.e., area used almost exclusively by Hispanics). A self-administered, on-site survey was the primary data collection method employed. The overall sample size from all 4 sites yielded 732 responses. Individuals of Mexican and Central American ancestry were the

predominant group at three of the four study sites (Anglos were the predominant group at one site). The survey asked extensive questions about social structural background, country/state where they and each of their parents/grandparents were born, acculturation levels, style and meaning of outdoor recreation preferences, and open-ended questions inquiring about reasons for coming to the forest and soliciting meanings held toward wildland environments.

Results/Discussion: The relationship between ethnicity and reason for visiting the site is presented, examination of the relationship between social group composition, and ancestral origins and generational status is discussed (e.g., individuals of Mexican ancestry are more likely than Anglos or Central Americans to recreate with immediate and extended family). Findings show two primary results: 1) while acculturation played a significant role in understanding several aspects of respondent's recreation experiences, it tended to be a weaker relationship than would have been expected, and 2) social structural variables can be used to predict or explain recreation behavior.

Keywords: Hispanic recreation, forest use, outdoor recreation behavior, ethnicity, acculturation.

7. Chavez, D. J. (1996, October). Leisure experiences of Hispanic families. Proceedings of the Leisure Research Symposium, the National Park & Recreation Association Congress, Kansas City, MO.

Overview: Little is known about the lives of Hispanics in the United States including how, when, and why they engage in leisure pursuits.

Purpose of the study: To document the leisure patterns of American families of Mexican descent in the home, the community, and in public land settings.

Methodology: A qualitative case study using face-to-face interviews with four families was conducted on-site at two National Forests. The interviews were conducted in Spanish and recorded on audiotapes that were then translated to English.

Results/Discussion: All families indicated they were close to other family members and that visits to natural areas enhanced that closeness. According to the study participants, the most important activities in natural environments were picnicking, relaxing, being with family, water play, and napping. A depiction of how extensive the picnicking is presented (e.g., an all day process). All groups mentioned leisure was very important in their lives and said that between recreation at home, in the community, and in natural environments, that the latter was most important. This case study suggests the importance of some public lands to Hispanics' leisure pursuits.

Keywords: Hispanics, recreation on public lands, interviews, activity preferences.

8. Chavez, D. J. (1992, October). Ethnic research in wildland recreation areas: Values, attitudes, and behaviors. Proceedings of the Leisure Research Symposium, the National Recreation & Park Association Congress, Cincinnati, OH.

Overview: Values are general ideas people share about what is good or bad, desirable or undesirable. Recreational activities can potentially reinforce one's values, however and individual might not actually engage in those activities.

Purpose of the study: To examine values, attitudes and behaviors among ethnically and racially diverse urban visitors to two southern California National Forests.

Methodology: Data for this research project were collected during the summer of 1991. The sample totaled 270 visitors comprised of Anglos, Hispanic Americans, Mexican Americans and Central Americans. An on-site survey was conducted and respondents were asked which values presented best described themselves in general. They were also asked if certain recreational pursuits would reinforce that value they hold more closely, and how often they engaged in these activities.

Results/Discussion: Chi Square tests of significance were used to examine ethnic group differences. The data suggest that most of these wildland visitors value "fun and enjoyment" as one reason they recreate in these areas. Between group differences were not statistically significant. Activity level, costs involved, and amount of planning required may affect behavior.

Keywords: Anglos, Mexican Americans, Hispanic Americans, Central Americans, values, attitudes, behaviors, recreational pursuits, outdoor activities, sports, wildland recreation.

9. Chavez, D. J. (1991). Crowding and discrimination: The unwelcome guests in wildland recreation. Proceedings of the Society of American Foresters, National Convention (August 4-7). "Pacific Rim Forestry: Bridging the World", San Francisco, CA.

Overview: Visitors to wildland recreation areas in southern California National Forests tend to be from the Los Angeles area. Two key components comprising visitors to these forests include: 1) Individuals come from an urban culture, and 2) they have diverse ethnic and racial affiliations. Because many natural resource techniques are geared toward rural, Anglo populations, there is evidence these techniques may not be applicable to urban, culturally diverse populations.

Purpose of the study: To provide information about perceptions of crowding; provide information about expectations of crowding; determine which activities are most enjoyed; determine perceptions about discrimination; and provide information about displacement.

Methodology: The questionnaire for the survey portion of the study was developed from a combination of past research reported in the literature and findings from site observations. Some team members administering the survey were bilingual and therefore available for Spanish speaking visitors. Four study sites in southern California were selected and chosen to ensure an adequate representation of various cultural and ethnic groups. The survey data was coded and entered by the author and analyzed using SAS (statistical analysis system). Respondents identifying as American Indian, Black, Asian American, and Middle Eastern were coded and analyzed as "other" due to the small sample size of these populations.

Results/Discussion: Findings show all ethnic groups rated level of crowding similarly. Anglos were slightly (but not statistically significant) less likely to indicate a recreational area was crowded than any other ethnic or racial group. Picnicking is more enjoyable for Hispanic sub-groups than it is for Anglos, while hiking is more favorable to Anglos than it is to Mexican Americans or other ethnic groups. Discrimination questions inquired about respondents experience with being treated fairly or not by law enforcement people and mistreatment from other visitors. The majority of respondents reported not having been treated unfairly because of their ethnic identity. Less than 3% of all Anglo Americans and 13% of all "others" reported some act of discrimination, while less than 40% of all Hispanic Americans and 18 % of all Mexican Americans reported some act of discrimination. Hispanic Americans and Mexican Americans were more likely to be victimized by law

enforcement officials than Anglos or others. Data indicate that displacement does not seem to be a factor at these sites (note: the possibility remains that displacement from an area may have occurred before the survey and was therefore not captured in this study). Implications for natural resource managers are provided.

Keywords: Hispanic American, Mexican American, forest recreation, outdoor activities, crowding, discrimination, displacement.

10. Dwyer, J. F. (1994). Customer diversity and the future demand for outdoor recreation (General Technical Report, No. RM-252). St. Paul, MN: North Central Forest Experiment Station.

Overview: Recreation resource planners and managers, who must deal with the challenges of rapidly increasing and diversifying use of recreation facilities and programs, need information about the implications of population changes for the future demands of recreation users.

Purpose of the study: The purpose of this report is to examine the implications of increased aging, racial and ethnic diversity, class differences, and urban residence relating to outdoor recreation behavior.

Methodology: This national report draws heavily from the works of others and the analysis of data previously collected by other researchers. Cohort-component projection models are presented as one means of projecting changes in participation in outdoor recreation activities and the characteristics of participants that may accompany demographic changes.

Comparisons occur in a multivariate framework. 83 references are cited from the literature.

Results/Discussion: The findings and discussion include variation in outdoor recreation behavior at the national, state, and local levels associated with age, race and ethnicity, socio-economics, and rural and urban residence, both singly and with other individual, household, and location variables taken into account. Both management and research implications are presented. Trends are discussed along with projections for future.

Keywords: Race, ethnicity, age, gender, socioeconomic, urban/rural residence, analyze trends, participation patterns, management implications.

11. Dwyer, J. F., & Hutchison, R. (1990). Outdoor recreation participation and preferences by black and white Chicago households. In J. Vining (Ed.), Social Science and Natural Resource Recreation Management (pp. 49-67). Boulder: Westview Press.

Overview: The authors quote from the 1987 President's Commission on Americans Outdoors report noting that *our greatest recreation needs are in urban areas close to home and that many urban residents have special needs*. In many instances planners and managers have difficulty serving these "special" urban needs because they lack information about them. Consequently, planners and managers do not know what approaches should be taken to provide recreation opportunities for this group.

Purpose of the study: First, to delineate the outdoor recreation patterns and preferences of black and white households in Chicago, compare these patterns, and explore explanations for similarities and differences. Second, a goal of this study was to provide policy makers with general guides for meeting the needs of these groups and to suggest research that will provide more specific recommendations for recreation resource planning and management.



Methodology: A secondary analysis of data collected on recreation participation as part of the Illinois Statewide Comprehensive Outdoor Recreation Planning process was accomplished. Out of 10,400 telephone surveys selected by random digit dialing, this analysis is based on responses by 269 black and 481 white non-Hispanic households. Data include type of activity participation, frequency of participation, and distance traveled to the most frequently used site. Additionally, questions were asked about preferences for site development, social interaction, and the importance of *free time*.

Results/Discussion: Participation by white households exceeded that of black households for 19 of the 23 activities studied. These activities were clustered into six categories: swimming, biking and non-motorized riding, boating, camping, overnight lodging, and off-road vehicles. Eleven activities were significantly different at the  $p < .05$  level. Comparisons of distance traveled, black households tended to travel shorter distances than whites for a given activity. The only activity in which black households have a higher participation rate than whites is swimming at pools. Attitudinal measures were taken regarding perceptions of benefits for various outdoor activities. For example, blacks indicated a strong orientation toward *meeting people* rather than *getting away* whereas whites divided their responses evenly between the two. Regarding site development, blacks strongly preferred *developed facilities and conveniences* rather than *preserved natural areas*, while whites strongly preferred preserved natural areas. The stronger black preference for *meeting people* and *developed sites* persisted even when accounting for income (e.g., offers additional support for the ethnicity perspective). Implications for management and future research are indicated.

Keywords: Outdoor recreation, social class, ethnicity, black/white differences, Chicago parks.

12. Ewert, A. W., Chavez, D. J., & Magill, A. W. (Eds.). (1993). Culture, conflict, and communication in the wildland-urban interface. Boulder, CO: Westview Press.

Overview: This book is an edited collection of essays and research studies addressing a variety of wildland-urban issues and topics. While not all inclusive, the material in this book collectively represents a wide range of interests involving both research and management on the wildland-urban interface. Examples of contents include: research directions and issues, critical perspectives, cultural diversity and ethnicity, interracial relations, difficulties with multicultural communication, principles for effective cross-cultural communication, sociocultural meanings of outdoor recreation, behaviors and land ethics, assessing ethnic group participation in public involvement processes, and integrating research and management. Created for scholars, natural resource managers, planners and policymakers, this book identifies characteristics of cross-cultural wildland users, looks at developing a land ethic among nontraditional forest users; communicating effectively with diverse cultures among users; and managing depreciative behavior. Research issues and implications are also presented in the last chapter "looking to the future."

Keywords: Race, ethnicity, social class, gender, assimilation, acculturation, urban experiences, outdoor recreation, constraints, values.

13. Ewert, A., & Pfister, R. (1991, March). Cross-cultural land ethics: Motivations, appealing attributes and problems. Proceedings of the 56th North American Wildlife and Natural Resources Conference, Alberta, Canada.

Overview: The type and quality of land ethics held by the public is critical because of the normative values, attitudes and behaviors practiced by visitors have tremendous impact upon the success of wildlife management and natural resource programs. Understanding this land ethic among diverse users has become an area of increasing concern. A variety of cultural and ethnic factors can influence the development of a land ethic.

Purpose of the study: To develop a greater understanding about the influence of ethnicity on the concept of land ethics. To accomplish this goal, this study used place of birth as the surrogate measure for level of assimilation and acculturation.

Methodology: The research area was the Angeles National Forest in southern California. To study the three parameters of motivations, appeal and perceived problems, a questionnaire was distributed to forest visitors during the summer of 1989. Spanish-speaking enumerators were present to assist any visitors in understanding the instrument. In addition to general demographic questions, participants were asked about why they were there (motivations), what did they like about the sites (appeal), and what environmental and managerial problems did they encounter (problems) while at the site. Out of 837 potential respondents, 473 agreed to participate (response rate=56%). To the extent that formal education has an impact upon the development of a land ethic, the English only respondents had the highest level of education with 12 years. This was followed by bilingual Spanish-English respondents (11 years), and Spanish-only (9 years).

Results/Discussion: The strongest motivations among all respondents for visiting the forest are related to primarily low levels of activity, escape, reduction of stress, and enjoyment of family and scenery. When compared to U.S. born Anglos, Hispanic motivational patterns focused on more passive, relaxed and cathartic motivations. When aggregated, the most appealing aspect of the visit among the respondents was being with family followed by watching children play, proximity to water, preparing food, and being in shade. Specific wildlife attributes (e.g., fish, birds, stream vegetation) are more appealing to U.S. born Anglos and Mexican/Hispanics than to those born outside the U.S. Regarding problems, the top six concerns reported by respondents were: Litter on the riverbank, litter in the river, too few trash cans, inadequate toilet facilities, graffiti and vandalism, and water pollution. This factor revealed a consistent response to the other two. Items considered more problematic by foreign-born visitors when compared to U.S. born individuals were too few parking spaces, people breaking the law, and people drinking alcohol. Implications for management are provided.

Keywords: Culture, Hispanics, land ethics, outdoor recreation, motivation, constraints.

14. Floyd, M. F. & K. J. Shinew (1999). Convergence and divergence in leisure style among Whites and African Americans: Toward an Interracial Contact Hypothesis. Journal of Leisure Research, 31(4), 359-384.

Overview: There is a need to recognize the role of historical and contemporary race-based discrimination as a major force in shaping and constraining leisure participation among African Americans. Despite progress in certain social and economic areas, African

Americans – irrespective of socioeconomic mobility – are still subject to interpersonal and institutional forms of racism and discrimination. The physical separation of African Americans and Whites in a variety of social settings (e.g., friendships, occupations, and residential areas) serves as a distinct marker of the current state of U.S. race relations. Because there is a general tendency for Blacks and Whites to be spatially separated, there is a greater chance of social isolation, particularly with regard to Blacks, and fewer opportunities for interracial social interaction.

Purpose of the Study: To explore the question of whether interracial contact holds significant implications for explaining differences in leisure activity preferences among African Americans and Whites. Drawing upon structural theory and social group perspectives, this study examined two propositions developed to outline a conceptual link between interracial contact and leisure activity preferences. The first proposition stated that as interracial contact increases, the greater the probability of observing similarity in the leisure preferences of African Americans and Whites. The second stated that the probability of observing similarity in the leisure preferences will be greater *among* Whites with high or low interracial contact than observing similarity *among* African Americans with high or low interracial contact.

Methodology: Data to evaluate the propositions came from an on-site survey of Chicago (IL) park users conducted during the spring and summer of 1996. The survey was designed to provide information on a wide range of issues including park use patterns, leisure preferences, perceived constraints, information use, and demographic characteristics. Community areas were stratified by race and high, middle and low-income levels. Parks within each community were compared in terms of existing facilities and acreage. Visitation records were also examined. A total of 807 park users were contacted on-site; 612 completed an interview (Blacks = 271, Whites = 311, other groups = 30) providing a response rate of 75.8%. Only Blacks and Whites were included in this study. A list of 25 leisure activities was included in the survey of which outdoor recreation was a major component. The association between interracial contact and leisure preferences was assessed by analysis of variance procedures (ANOVA and MANOVA tests were used). The association between interracial contact and leisure preferences was observed while controlling for age, education, and income.

Results/Discussion: As hypothesized, Black and White respondents with high interracial contact reported very similar leisure preferences. Also, among African Americans, there was little similarity in the leisure preferences between individuals with high interracial contact and those with low interracial contact. Further, as expected, there was high similarity among Whites with high or low interracial contact. In general, the results of the study highlight the importance of considering social interaction, and interracial contact specifically, in explaining racial differences in leisure participation. The study also demonstrates the importance of examining internal differentiation of African Americans and its implications for leisure lifestyle choices.

Keywords: Race, ethnicity, socioeconomics, personal community, interracial contact, lifestyle, activity preferences, social groups.

15. Floyd, M.F., & Gramann, J. H. (1995). Perceptions of discrimination in a recreation context. Journal of Leisure Research, 27(2), 192-199.

Overview: More recently the effect of perceived discrimination on recreation participation has been the subject of a number of empirical investigations. In these studies, discrimination is treated as an explanatory variable in relation to recreation behavior. This approach reflects the longstanding concern with matters of equality and equity regarding minority access to public recreation facilities.

Purpose of the study: To test two competing theoretical perspectives on inter-group relations in a recreation context. That is, the "ethnic enclosure" and "ethnic competition" hypotheses provided the theoretical framework for this study. Specifically, this study examined how Spanish language maintenance (indicator of cultural assimilation), primary structural assimilation (extent of contact with Anglo-Americans), and educational attainment (indicator of socioeconomic assimilation) among Mexican Americans affected perceptions of discrimination in a recreation context.

Methodology: Data were obtained and analyzed from a sub-sample of 100 people of Mexican ancestry interviewed by telephone in the spring of 1990. The original sampling frame included over 1,300 people in households in Arizona. The independent variables in the analysis included a measure of Spanish maintenance, primary structural assimilation, educational attainment, age, and gender of the respondent. Perceptions of discrimination were measured by responses to three statements relating to outdoor recreation participation as noted in the study.

Results/Discussion: Findings showed that respondents with greater levels of education and lower Spanish competency were less likely to report discrimination against their ethnic group. This is consistent with the assimilationist perspective. Hence, perception of ethnic-based discrimination tends to be greater among those who exhibit low socioeconomic mobility and acculturation. Additionally, researchers did not find that perceptions of discrimination lessened as the degree of contact with majority group members in primary relationships increased.

Keywords: Assimilation, discrimination, ethnic groups, socioeconomic, gender, outdoor recreation.

16. Floyd, M. F., Gramann, J. H., & Saenz, R. (1993). Ethnic factors and the use of public outdoor recreation areas: The case of Mexican Americans. Leisure Sciences, 15, 83-98.

Overview: Although ethnic and racial differences have been intermittently the subject of empirical research for nearly three decades, there have only been two major hypotheses that have evaluated these efforts: "marginality and ethnicity." The marginality hypothesis suggests that historical patterns of discrimination against African Americans is a major cause of their marginal economic position and hence low participation in wildland recreation. The ethnicity (or "subcultural") hypothesis argues that distinctive patterns of participation result from differences in value systems, norms, and leisure socialization patterns between racial and ethnic groups. Neither perspective accounts for the inhibiting effects of discrimination as perceived by individual minority members, nor do they account for the effect of perceived discrimination on current levels of recreation participation.

Purpose of the study: To investigate the effects of subculture, marginality, and perceived discrimination on use of selected public outdoor recreation areas. The assimilation perspective from the sociological literature provided the theoretical framework for the study.

Methodology: Data for this study were obtained from telephone interviews conducted in two counties in Arizona in 1990. A list of 6000 randomly generated telephone numbers was obtained from a national survey-sampling firm. For a variety of reasons indicated, researchers only completed interviews with 1057 respondents. Measurements for the study included ethnic identification, cultural distance (acculturation), socioeconomic distance (structural assimilation) and inter-group distance (behavioral receptional assimilation), and recreation behavior (park service visits).

Results/Discussion: The results support the socioeconomic, or marginality hypothesis and there was less support for the subcultural, or ethnicity, hypothesis. There was no support for the perceived discrimination hypothesis. Among Mexican Americans, it appears that higher levels of education are associated with a greater likelihood of using the types of recreation areas included in this study. Education was most strongly related to overall participation. According to the general model described in the study, this would suggest that as Mexican Americans achieve socioeconomic parity with Anglo-Americans, differences in the recreational patterns should be decreased. Research implications and recommendations are discussed.

Keywords: Assimilation, Chicanos, Mexican Americans, discrimination, ethnicity, marginality, outdoor recreation, parks, social distance.

17. Floyd, M. F., & Gramann, J. H. (1993). Effects of acculturation and structural assimilation in resource-based recreation: The case of Mexican Americans. Journal of Leisure Research, 25(1), 6-21.

*[Note: This study was previously published in Leisure Sciences, volume 15, 1993. See Floyd, Gramann, and Saenz elsewhere in this report.]*

Brief Abstract: This study examines the effects of Mexican American acculturation and structural assimilation on outdoor recreation patterns. Based on ethnic assimilation theory, the researchers hypothesized that the greater the level of acculturation or primary structural assimilation, the more similar Mexican Americans would be to Anglo Americans in their outdoor recreation behavior. Data to test these hypotheses came from a telephone survey of 1,057 households in Arizona. Analysis of covariance indicated that acculturation and primary structural assimilation each had impacts on recreation behavior of Mexican Americans. In general, primary structural assimilation had its most apparent effects on site visitation, while acculturation was reflected most clearly in activity participation patterns.

Keywords: Ethnicity, assimilation, acculturation, Mexican Americans, outdoor recreation patterns, leisure behavior.

18. Floyd, M. F., Shinen, K. J., McGuire, F. A., & Noe, F. P. (1994). Race, class, and leisure activity preferences: Marginality and ethnicity revisited. Journal of Leisure Research, 26(2), 158-173.

Overview: The literature generally states that African Americans participate in many leisure activities at lower levels than White Americans, or engage in different forms of leisure. Two explanations prevalent in the literature to explain the divergence between blacks and whites

are the marginality and ethnicity hypotheses. Many studies published in research journals do not reflect contemporary patterns of race relations, class mobility, and leisure styles.

Alternative analytical and methodological strategies have not been forthcoming and despite increasing ethnic and racial diversity in the U.S., the black-white division continues to represent the most salient ethnic split in American society.

Purpose of the study: To examine the relationship between race, leisure preferences and class awareness. Based on interest-group theory of class identification, the researchers hypothesized that blacks and whites that defined themselves similarly in terms of social class would exhibit similar recreation patterns.

Methodology: Data to test this hypothesis came from a national probability survey of 1,607 U.S. adults. A random telephone interview was conducted during February 1985 to obtain information about leisure preferences. Note: 60% of the respondents were female, 9% were black, and 68% and 27% were categorized as middle class and poor or working class, respectively.

Results/Discussion: The results of the analysis, in general, showed similarities rather than differences across racial groups when controlling for subjective social class. Patterns of leisure preferences, however, tended to diverge among blacks and whites who defined themselves as poor or working class. This divergence was attributed, in part, to differences between black and white females of the poor or working class. The results indicate some differences by race in rankings of preferred activities. Association-social activities and exercise-health were ranked higher by blacks than whites, and outdoor activities were ranked higher by whites (for both genders as well). This study suggests that the significance of race as a salient determinant of lifestyle (i.e., leisure) choices appears to be receding for the middle class, but among women who define themselves as poor or working class, race appears to remain significant as a determinant of leisure preferences.

Keywords: Race, gender, social class, leisure, recreation, subjective social class, recreational sports, outdoor adventure activities.

19. Floyd, M. F., & Gramann, J. (1992, October). Perceived benefits of outdoor recreation participation: Comparison of Anglo-Americans and Mexican Americans. Proceedings of the Leisure Research Symposium, the National Recreation & Park Association Congress, Cincinnati, OH.

Overview: Early studies of ethnic and racial differences in outdoor recreation have focused on participation in various activities or use of different recreation areas as the dependent variable. Under the marginality-ethnicity framework, differential rates of participation emerged as the dominant issue. From a management perspective, "style" of participation - as indicated in recent studies - is also an important dependent variable.

Purpose of the study: First, to examine differences in the perceived benefits of leisure participation between Anglo-Americans and Mexican Americans, and second, to ascertain to what extent the differences (or similarities) are related to acculturation and structural assimilation.

Methodology: Data for this study were derived from a telephone survey in Phoenix. The dependent variables in question were the various social and psychological benefits of recreation participation. Acculturation was measured by use of English and disuse of

Spanish language. Structural assimilation was measured in terms of ethnicity of respondents associated with primary relationships.

Results/Discussion: A comparison of mean importance ratings for various benefits showed that Mexican Americans were more likely to place greater importance on "doing something with your family" and "doing something your children enjoyed." The addition of covariates (i.e., age, education, number of children) did not eliminate significant differences between Anglos and Mexican Americans on "doing something your children enjoyed." In this case, ethnic background retained a significant independent effect on perceived benefits of a familial nature. In general, the least acculturated Mexican Americans scored significantly lower than all other groups, with a progressive increase in adjusted means as acculturation increased. The expected effect of structural assimilation was not observed. The authors conclude that outdoor recreation contributes to the maintenance of key cultural values of Mexican Americans despite pressures to conform to Anglo American standards.

Keywords: Outdoor recreation, Anglo-Americans, Mexican Americans, acculturation, assimilation, perceived benefits of participation.

20. Gobster, P. H. (1993). Managing urban open spaces for naturalness: Preferences of Chicago housing authority children. Proceedings of the Northeast Recreation Research Symposium, Saratoga Springs, NY.

Overview: The social benefits of a nature experience include psychological, aesthetics, recreation, and education. A loss of natural areas is greatest in cities; this loss disproportionately affects those who lack access to more remote opportunities (e.g., low-income populations). Young children are especially impacted. Alternatively, "nearby nature" can facilitate children's cognitive and emotional development. The challenge is to increase urban nature opportunities in ways that children can enjoy and learn from. Lack of previous experience may cause some children to feel discomfort or fear in natural areas. The degree of naturalness or wildness of a place has been shown to be a significant determinant of children's preferences for urban woodland landscapes, but little information is available for managing naturalness in urban open spaces.

Purpose of the study: To examine preferences of inner city children for urban open spaces and natural ecosystems that is managed at different levels of naturalness.

Methodology: Six to twelve year olds (n=62) of African American heritage from Chicago Housing Authority residences viewed and rated their preferences for color slides of various urban ecosystems (photo rating approach), and took a tour of a local nature center. The slides were selected and scaled by a panel of natural resource professionals to represent varying degrees of naturalness.

Results/Discussion: Analyses, in general, showed that low levels of naturalness were most preferred, but that for some ecosystem types higher levels of naturalness could be maintained without significantly decreasing preferences. The study results have implications for managing urban open spaces for children who may not be familiar with, or feel comfortable in wild landscapes, to encourage recreational enjoyment and learning from nature experiences.

Keywords: Inner city children/African Americans, socioeconomic, urban open space, natural areas, urban nature experiences, outdoor recreation.

21. Gramann, J. H., Shaull, S. L., & Saenz, R. (1995, October). Cultural assimilation and the importance of family-related and nature-related recreation experiences among Hispanic Americans in California. Proceedings of the Leisure Research Symposium, the National Recreation & Park Association Congress, San Antonio, TX.

Overview: The hypotheses of nature-related recreation experiences and the importance to Hispanics, and the importance of family-related outdoor recreation experiences for Hispanic reflect differing models of ethnic assimilation. Leisure behavior, because it may be subject to fewer social-conformity pressures than behavior at school or in the workplace, could provide an important social space for expressing and maintaining important ethnic values.

Purpose of the study: To examine the effect of acculturation on the importance to Hispanic Americans of nature-related and family-related experiences in outdoor recreation.

Methodology: Sociological theories of cultural assimilation provided the framework for this study. The two hypotheses were tested using data from telephone interviews of households in central and southern California during the spring of 1991. The sample of households within the region was selected using random-digit dialing. Bilingual interviewers were used so interviews could be conducted in either Spanish or English. The original sampling frame consisted of 3,897 randomly generated telephone numbers and after going through the typical process yielded a final sample of 995. Cultural assimilation among Hispanics was operationalized using measures of language acculturation. This measure was cross-checked against "generational tenure" or the number of generations a respondent's family had lived in the U.S. Hypotheses were tested using analysis of covariance. The covariates were pre-tax household income, educational attainment, and number of children 12 years of age or younger in the household.

Results/Discussion: Results highlight the relationship between language acculturation and the importance of nature-related outdoor recreation experience, and show the effect of language acculturation on the importance of family-related recreation experiences. This study revealed both inter-ethnic and intra-ethnic differences in the importance attached to outdoor recreation experiences.

Keywords: Sociological aspects of leisure behavior, nature-based recreation, family recreation, Hispanic, cultural assimilation, language, acculturation.

22. Hartmann, L. A., & Cordell, H. K. (1989, January). An overview of the relationship between social and demographic factors and outdoor recreation participation (General Technical Report SE-52). In A.E. Watson (Ed.), *Outdoor Recreation Benchmark 1988* (pp. 255-274). Proceedings of the National Outdoor Recreation Forum, January 13-14, 1988. Tampa, FL. GTR-SE52. Asheville, NC: U.S. Department of Agriculture, Forest Service, Southeastern Forest Experiment Station.

Overview: The relationships between a variety of social and demographic characteristics and participation in outdoor recreation activities have been studied for many years. This paper presents a literature review of the more commonly studied social and demographic influences on recreation behavior.

Purpose of the study: To present an overview of more commonly studied relationships including age, gender, income, education and occupation. Also discussed are the less commonly examined influences of disability, ethnic minority and co-participation group.



Methodology: Using descriptive statistics the 1985-87 Public Area Recreation Visitors Survey (PARVS). The influences of age, gender, income, education, occupation, race, disability, and co-participant group on outdoor recreation participation are explored.

Results/Discussion: The results of this project show differences in rate of participation between blacks and whites. Part of this could be due to social class and opportunity. Table 6 in this study displays the PARVS data. Differences in participation rates were remarkable in land activities. The activity "camping in primitive campgrounds once or more annually" showed that 15% of whites participated in this activity 92.7% of total participants, whereas only 8.7% of non-whites were found camping in primitive areas or 7.4% of total participants. Social, environmental, and economic implications are provided, with additional suggestions for future researchers.

Keywords: Social class, gender, ethnic minority, disability, outdoor recreation.

23. Hartmann, L. A., & Overdevest, C. (1990). Race, ethnicity, and outdoor recreation participation: A state-of-the-knowledge review and theoretical perspective. In K. Zera (Ed.), Proceedings of the Southeastern Recreation Research Conference, vol. 11, pp. 53-63, February 15-17, 1989, Asheville, NC. Athens, GA: Institute for Behavioral Research.

Overview: As indicated from research and reports written in the early 1950s, ethnic, religious, and racial minorities were discriminated against and often legally barred from participation in recreation and park programs and facilities intended to serve the public. As of this research project, few studies on racial differences in outdoor recreation participation had been conducted.

Purpose of the study: To examine differences in outdoor recreation participation based on race/ethnicity through a review of the literature and analysis of previously unpublished data from the Public Area Recreation Visitor Study (PARVS).

Methodology: Data from several studies were assessed, and a "state of the knowledge" report was written about 1) outdoor recreation patterns of non-whites, 2) outdoor recreation patterns of non-black ethnic groups, 3) methodological background on PARVS presenting new information from this two year visitor survey, 4) results of racial differences in participation from PARVS, and 5) theoretical perspectives.

Results/Discussion: Studies indicate factors such as race, socioeconomic class, and gender influence recreation participation by non-Whites, however few studies have considered all three variables together. More specifically, while data reveals some apparent racial/ethnic differences in outdoor recreation participation, unanswered questions surfaced: why do these racial/ethnic differences exist? Is social class or some other variable driving the observed participation differences? Are there racial or cultural differences in recreational activity taste? Are current recreation patterns a lingering effect of decades of segregation and economic disadvantage with children learning recreation patterns from parents who may have had limited recreation opportunities? The answers may be more complex such as involving interactions among a variety of influences, including economic situation, residence location, available transportation, education, knowledge of available recreation opportunities, and influences of social groups who may have leisure norms different from the White population. Additionally, it appears that race/ethnicity by itself may not be sufficient to explain these differences, but other intervening variables such as social class, gender,

rural/urban residence and other factors may play a more important role in outdoor recreation choice behavior. Research implications and management implications are presented.

Keywords: Racial and ethnic groups, gender, social class, outdoor recreation behavior, participation patterns, constraints, Blacks, Whites, Native Americans, Mexican Americans.

24. Hutchison, R. (1987). Ethnicity and urban recreation: Whites, Blacks, and Hispanics in Chicago's public parks. Journal of Leisure Research, 19, 205-222.

Overview: Previous studies have indicated that differences in recreation activity may be a consequence of distinctive ethnic subcultures, the social class positions of a particular group, or a more complex interplay between the two. It is believed to be the social composition of recreation groups, rather than the specific activity, which is most important in understanding possible differences and similarities between ethnic and racial groups as well as based on gender. While many studies document differences in white and black leisure and recreation activity, it is still not clear if these patterns are due to social class or ethnic differences.

Purpose of the study: To investigate ethnic and racial differences in recreation activity by direct observation of white, black, and Hispanic groups in public recreation settings. The study was concerned with behaviors actually observed within park settings, rather than responses of individuals or households to a survey questionnaire.

Methodology: Field observations of thirteen neighborhood and regional parks in Chicago, conducted during the summer months of 1981 and 1982, recorded information on the type, size, age, and sex composition of activity groups to test predictions of differences in recreation activity. The selection of research sites was determined by a two level sample reflecting the major populations groups being looked at, and recreation settings available to the public (neighborhood, regional, and lakefront parks). While this does not represent a probability sample per se, the sampling procedure suggests a stratified sample that accounts for the major sources of variation in the control variables (population groups and park settings). Observation forms were specially designed to collect detailed information on the number of persons and social composition of each activity group observed in the park, including age, sex, race, and type of social grouping. Observations were made during daylight hours on both weekdays and weekends, and represent a minimum of four complete days for each location. This procedure produces results similar to "instant-count samples" and "typical user distribution patterns." Research personnel were matched to the dominant user groups in each park (i.e., black observer in black parks, Mexican-American observer in Hispanic parks, white observers in white and mixed parks).

Results/Discussion: The data yielded information on 18,000 groups engaged in more than 300 different activity types. Important differences in white, black, and Hispanic activities are found. Further differences in the social composition of groups appear in both the age and gender of activity groups. Nearly one-third of all Hispanic activity groups were female (e.g., reflects childcare functions of mothers and older female children in watching over the young). Male groups appear more frequently among both whites and blacks (i.e., more than half of all groups are males for both groups). While the observational data do not provide a direct measure of social class, there is much evidence of intra-group variation. While both blacks and whites participate in more individualistic activities than Hispanics, differences were also observed between black groups in different areas of the city (e.g.,

blacks participating in activities occurring on lakefront parks/more affluent areas versus neighborhood parks were not the same). Implications for resource managers are provided.

Keywords: Race, ethnicity, age, gender, social grouping, urban parks, recreation preferences.

25. Hutchison, R., & Fidel, K. (1984). Mexican-American recreation activities: A reply to McMillen. Journal of Leisure Research, 16(4), 344-349.

Overview: This research presents a brief summary of the systematic and substantive differences in the type, size, age, and sex composition of Mexican-American and Anglo activity groups. This analysis of Mexican-American and Anglo groups in Chicago indicates substantive and systematic differences in the social organization of recreation activities between two groups. This is incompatible to the results of the McMillen Houston study of 1983.

Purpose of the study: To compare data sources and results with the McMillen (1983) study. It is suggested by the author's that the behavior data presented in this paper are a more reliable measure of ethnic differences than the survey data employed in the McMillen study.

Methodology: This Chicago study is based on behavioral observation rather than survey data. Thirteen neighborhood and regional parks were carefully selected to represent the variety of recreation settings, and social class and ethnic neighborhoods across the city. 3,072 observations were completed during the summer of 1980, providing detailed information on the actual activities of over 18,000 groups of people. While the data corresponded to "instant-count samples" of park users, for each observation, researchers also recorded the size of the group participating, age and sex composition of group members, and the type of social grouping (e.g., individual, couple, family, and team). In addition to what types of activities ethnic/racial groups might participate, this methodology answered the question of *how they participate*.

Results/Discussion: The conclusions contradict those of McMillen. That is, systematic differences in the recreation behavior of the Mexican-American and general Anglo population may be related to the importance of the family unit in the more traditional Mexican and Mexican-American culture. Systematic differences in the size and types of social groups differentiate the outdoor recreation behavior of Mexican-Americans from Anglos. There is a strong association between the type of activity, size of group, and type of social grouping. Regarding age, more than a third of all Anglo groups are in the young adult group, and children are surprisingly absent from the parks. Half of the Mexican-American groups appear in the mixed-age category, emphasizing the extended group and family character of their recreation activity. Sex groupings were also noted as being related to specific patterns of activity. Fifty percent of the Anglo activity groups were comprised of males, corresponding to the individual sport and exercise activities; a large number of mixed age and sex groups were observed among Mexican-Americans. Nearly 40% of the Mexican-American groups observed were female, emphasizing the child care function of mothers and older female children in watching over young siblings. Although the McMillen study reported no significant differences between Mexican-Americans and the general population, substantive differences in the size, type, age, and gender composition of recreation groups were observed in this study.

Keywords: Mexican-Americans, social participation, ethnic, age, and gender differences, social class, leisure behavior.

26. Human powered outdoor recreation: State of the industry report. (1997). A bi-annual publication of the Outdoor Recreation Coalition of America & the Sporting Goods Manufacturing Association. Compiled & written by KPMG Peat Marwick LLP, Boulder, CO: ORCA.

Overview: Because of the nature and format of these bi-annual reports, the detail regarding purpose of the study and methodology are unavailable. The highlights provided, for purposes of this project, are excerpts from the executive summary provided in the actual report. The 1997 State of the Industry Report is an examination of participation patterns, economic impact, policy implications, and current trends in the outdoor recreation industry. The primary focus of this report is limited to the spectrum of products and services represented by ORCA and SGMA Outdoor Products Council Members. Data was obtained from a variety of sources (e.g., Forest Service National Survey on Recreation and the Environment, ORCA studies conducted by Leisure Trends, Climbing Magazine reader surveys). Examination of participation patterns reveals the following key findings: (1) males are predominantly more involved than females in most activities by a ratio of 2 to 1; (2) approximately 65% of all recreationists have received some level of college education; (3) approximately 75% to 95% of all outdoor recreation participants are Caucasian; (4) Most Americans remain active past 60 years of age. Recreation enthusiasts typically range between 16 and 40 for most activities; (5) approximately 65% of outdoor recreationists have an income level between \$25k and \$75k per year. Additionally, the report provides an overview of participation by region, highlights what markets to watch (e.g., indoor climbing, kayaking, snowshoeing, in-line skating), discusses the economic value and benefits of outdoor recreation, and provides detail on the trends impacting outdoor recreation (i.e., shift in age, rise in racial and ethnic diversity, changing family structures & lifestyles, rise in number of women participating, increased urbanization and healthcare). Challenges that lie ahead are presented (e.g., changing market, funding for maintaining facilities, liability issues, access). *Note: Individuals interested in previous years' reports are encouraged to contact ORCA in Boulder, Colorado.*

Keywords: Outdoor recreation, economic impact, trends, technology, public policy, demographic participation patterns (e.g., race/ethnicity, gender, age, education, income).

27. Irwin, P. N., Gartner, W. C., & Phelps, C. C. (1990). Mexican-American/Anglo cultural differences as recreation style determinants. *Leisure Sciences*, 12, 335-348.

Overview: The Hispanic population in the U.S. has increased 30% since 1980 compared with a 6% increase for the non-Hispanic population, and the leading source of immigrants to the US has been from Hispanic groups, primarily from Central and South America and Mexico. As population composition changes, non-Anglo families, if they choose to recreate on national forest lands, will encounter facilities that were planned and built more than 20 years ago designed for traditional, European American users. A review of the literature includes recreation behavior differences, Mexican-American/Anglo differences, and Mexican-American subcultural theory.

Purpose of the study: To explore and investigate differences between Hispanic/Anglo campers in a wildland setting in New Mexico. The area was chosen because of an

identifiable subcultural Hispanic population (Mexican-American) that was known to recreate at designated campgrounds in the area.

Methodology: Mexican-American and Anglo campers using a minimally developed U.S. Forest Service managed campground in New Mexico were surveyed during the summer of 1985. A personal interview accompanied by a written questionnaire was developed, and 58 interviews were completed. The written survey was printed in English and Spanish versions for ease in interpretation. The Spanish translation was completed by a bilingual Mexican-American who was also an area resident. Ethnicity was determined by observation and personal interviews. Included were questions on recreation area preference, camping style, and sociodemographic characteristics.

Results/Discussion: Significant differences were noted between groups. Larger party sizes were noted for Mexican-American campers than for Anglo groups. Mexican-Americans also indicated a preference for nearness to other campers, placed a higher priority on tangible campground design features, and intended to use more highly developed campgrounds and decrease use of dispersed or road-less area campgrounds in the future. Noted differences were believed related to more cultural identity than either socioeconomic or social class variances.

Keywords: Mexican-Americans, subculture theory, socio-economics, recreation behavior, differences, recreation facility design.

28. Johnson, C. Y. (1998). A consideration of collective memory in African American attachment to wildland recreation places. *Human Ecology Review*, 5(1), 5-15.

Overview: It is generally assumed that African Americans have a more negative impression of wildlands compared to white ethnic groups. Studies from past decades report that blacks show less preference for wildlands and unstructured environments, and are also less environmentally aware than whites. More recent studies, however, show that in some instances African Americans display a similar degree of concern as whites for the dangers of environmental toxins. African American grassroots involvement in the environmental justice movement, for instance, has mounted in recent decades. While it is assumed that blacks are averse to wildlands, few studies have considered some of the socio-historical factors that may have contributed to the formation of such attitudes.

Purpose of the study: To examine the effect of race (e.g., racial variation) in place attachment to wildland areas.

Methodology: Black and white responses to wildland place attachment were compared by first analyzing the place attachment scale with exploratory factor analysis to replicate the earlier work of Williams et al. (1992). The place attachment scale was then subjected to confirmatory factor analysis, which was incorporated into a structural model. In this study, the items comprising the place attachment scale are observed variables that point to the underlying place attachment construct. This study adapted four wilderness attachment statements from Williams et al. to measure attachment to wildland recreation areas. The study sample is a subset of a larger sample drawn from the 1990 census tracts of six-county areas surrounding the Apalachicola National Forest in Florida. This study includes respondents from Gadsden County where 57% of the population is African American. The white sample was selected at random from the tracts, irrespective of racial density. A survey instrument was administered as a household mail survey in December 1994. A total of 263

surveys were returned (49% response rate) consisting of 147 white and 116 African American. Responses from racial or ethnic groups other than these two were not included in the analyses. The structural model controlled for age, sex and education level of the respondents.

Results/Discussion: Race accounted for just fewer than 10% of model variance (R-square value of 9.5 percent). Gender was positive and significant ( $p < .001$ ), age was negative and significant ( $p < .01$ ), and education was not significant. Results indicate that African Americans were less likely to have stronger attachment to wildlands, compared to whites. Males were more likely than females to be more attached to wildlands, and older respondents had less attachment compared to younger ones. The fact that race remains significant after including other socio-demographic variables indicates that race is a reasonably strong predictor of attachment to wildland environments. Based on socio-historical factors associated with African Americans and the land, it was argued that these factors (e.g., collective impressions) such as slavery, sharecropping, and lynching may contribute to this lack of interest and appreciation. As a social psychological construct, collective memory mediates between demographic variables such as race, gender, and income, on the one hand, and attitudes, and ultimately behavior, on the other hand. Results from the factor analyses supported the high reliability for place attachment found by Williams et al. (1992). However, while the present study employed a quantitative measure of attachment to wildlands, more qualitative assessments of attachment to wildlands can enhance our understanding of individuals personal feelings for such places, their work histories, the social atmosphere (i.e., relations between blacks and whites), and how these influence their interaction with wildlands.

Keywords: African American, collective memory, environmental meaning, place attachment, wildland recreation, gender, socioeconomic barriers.

29. Johnson, C. Y., Bowker, J. M., English, D. B. K., & Worthen, D. (1998). Wildland recreation in the rural South: An examination of marginality and ethnicity theory. Journal of Leisure Research, 30(1), 101-120.

Overview: Past studies have established that African Americans, compared to whites, generally perceive wildland settings to be less aesthetically pleasing than built environments and are also less likely than whites to recreate in these areas. Most of these investigations have been conducted with non-rural household samples, or with on-site samples in places relatively distant from black populations. Racial and ethnic differences in forest recreation visitation, preferences, and perceptions for rural populations have received relatively little attention by researchers.

Purpose of the study: To review the marginality and ethnicity explanations that account for black/white differences in outdoor recreation.

Methodology: Using primary data, the authors examine visitation for a rural, southern sample to unspecified wildland recreation areas, visitation to a National Forest wildlands, and household visits to the Apalachicola National Forest for a rural, southern sample. Black/white responses are also compared regarding reasons for non-visitation and latent demand for wildland visitation. Using logistic regression, black/white differences are tested for: 1) visitation to wildland areas in general; 2) visitation to National Forest wildland areas; and 3) household visitation to the Apalachicola National Forest. The marginality/ethnicity

paradigm is also used as the basis for examining reasons for non-visitation and latent demand for visitation.

Results/Discussion: Findings show that race, sex, and age as well as a race/poor (poor black) interaction term are strong predictors of visitation. However, race appears to be less effective in predicting reasons for non-visitation and latent demand for wildland visitation. Overall, results do not provide strong support for either ethnicity or marginality as a sole reason for describing racial differences in wildland recreation. Rather, results indicate that the two probably work in combination to explain racial differences. The poor black interaction also suggests that rural black visitation to wildlands varies depending upon income, with less affluent blacks actually participating more than those with higher incomes. This contradicts the marginality assertion that recreation participation varies positively with income and suggests that marginality perspective may need to be qualified depending upon residence (rural vs. urban) and type of activity. Recommendations for future research are presented.

Keywords: Ethnicity, marginality, rural residence, socio-economics, wildland recreation.

30. Johnson, C. Y., Horan, P. M., & Pepper, W. (1997). Race, rural residence, and wildland visitation: Examining the influence of sociocultural meaning. Rural Sociology, 62, 89-110.

Overview: Most research on racial and ethnic group participation in outdoor recreation has shown that African Americans are less likely than other groups to engage in wildland recreational activities such as camping, hiking, or backpacking. Landscape preference researchers also report that African Americans are less likely than other ethnic groups to express preferences for wildland, unstructured-type settings, in contrast to affected or built landscapes. A critical limitation of these investigations is that the sampled populations were primarily urban respondents. Relatively little research has focused on either the recreation or scenic preferences of rural blacks.

Purpose of the study: In this exploratory study, the authors propose that race operates on wildland recreation visitation through the different meanings rural blacks and whites attribute to wildlands. This hypothesis is examined with a structural model of wildland visitation that includes race and other socio-demographic variables, which specifies a wildland "meaning" dimension as an intervening factor between race and visitation. The model proposes that race operates on wildland visitation primarily via a set of beliefs and attitudes that reflect the meaning attributed to wildlands by racial groups.

Methodology: Data was collected from a sample selected from 1990 census tracts of six counties surrounding the Apalachicola National Forest in Florida. Mail surveys resulted in 427 that were returned and usable (303 white, 124 African American). Responses from racial or ethnic groups other than African American or white were not included in the analyses because they comprised less than five percent of the sample. The questions were designed to measure each of the four-wildland meaning dimensions (i.e., developed preference, collective preference, safety concern, place attachment). Both exploratory and confirmatory factor analyses were performed on the wildland meaning scale. A logistic regression tested for racial differences in visitation while holding the other socio-demographic variables constant.

Results/Discussion: As the theoretical model proposed, both race and gender are significant predictors of wildland meaning. Race has a negative relationship with wildland meaning.

Age was also found to be significant to visitation and meaning and, contrary to predictions, education is not a significant predictor of wildland meaning. Neither is the presence of children significant for visitation. Regression results showed significant black/white differences in both visitation and meaning, with African Americans reporting fewer visits and having less favorable impressions about wildlands. The congruency of these results with earlier urban-focused studies suggests that "wildland aversions" reported for urban blacks may be generalized to rural blacks as well. The findings imply that differences in reported visitation correspond, in part, to differences in how respondents perceived wildland areas. Thus, it may be that the meanings and impressions people attach to wildlands are more salient than race in predicting behavior towards wildlands. This reference to symbolic interactionism enhances our understanding of how different societal groups interpret the natural environment. The authors suggest using ethnographic analyses, and incorporating both feminist and narrative theory and methods in helping to generate future data.

**Keywords:** Race, gender, socio-economics, education, family structure, age, African Americans, wildland recreation, wildland meaning, attitudes, rural perceptions, outdoor recreation.

31. Managing Urban and High-Use Recreation Settings. Proceedings of the 4th North American Symposium on Society and Resource Management. (General Technical Report NC-163), P. H. Gobster (ed.), Selected Papers from the Urban Forestry and Ethnic Minorities and the Environment Paper Sessions. University of Wisconsin, Madison, WI (May 17-20, 1992). Chicago, IL: USDA Forest Service, North Central Forest Experiment Station.

**Overview:** This General Technical Report contains selected papers from the "Urban Forestry" and "Ethnic Minorities and the Environment" paper sessions. The papers in these proceedings reflect the current scope of people-place interactions in two focus areas: urban forestry and racial and ethnic minority populations. Race and ethnicity is an area which encompasses issues centering on particular racial and ethnic groups; age, gender, and social group variations; the use of important recreation settings such as the wildland-urban interface; and expansion of the recreation research agenda into areas of environmental equity, concern, and action. Examples of papers in these proceedings include: Daily cycles of urban park use; Race, ancestry, and gender relating to urban park use; Preferences for nearby natural settings relating to ethnic and age variations; Understanding diverse recreationists: beyond quantitative analysis; Hispanics in the National Forests; racism as a concern for recreation resource managers (see Blahna elsewhere in this report); An update on outdoor recreation participation of Blacks, Whites, Hispanics, and Asians in Illinois; and Leisure among African-Americans: towards an indigenous frame of reference. Papers in these proceedings proclaim the most recent advances in our knowledge of these complex issues, and recommend new directions for future research and practical application.

**Keywords:** Outdoor recreation, urban forestry, wildland-urban interface, race/ethnicity, gender, socio-economics, environmental attitudes.



32. McDonald, J. M., & Hutchison, I. J. (1986). Minority and ethnic variations in outdoor recreation participation: Trends and issues. In: A literature review, the President's Commission on Americans Outdoors (pp. 41-51). U.S. Government Printing Office (PR40.8: AM3).

Overview: To date, the substantive question as to whether or not recent trends in the supply of, and demand for, public outdoor recreation resources and opportunities are valid indicators of an influencing association between race, ethnicity, cultural values, and outdoor recreation participation, needs to be answered. During the last couple of decades, several theories have been utilized to explicate ethnic variations in outdoor recreation participation. Additionally, several studies have been conducted to determine both the extent to which race and ethnicity influence outdoor recreation and to identify barriers to the access and utilization of outdoor recreation resources by minority Americans.

Purpose of the study: The purpose of this paper is to provide an evaluative review of the literature is to reveal various theoretical approaches to the examination of ethnic variations in outdoor recreation.

Methodology: Prominent theories are discussed and critiqued, and factors influencing outdoor recreation behavior are identified from an investigation of studies to date.

Results/discussion: Results of the review and assessment of the literature offer several conclusions as to reasons and rationale for differences in availability, demand and preferences for outdoor recreation resources among ethnic and minority Americans.

Examples of an overall content analysis include such factors as: Blacks seem to participate more in sports than whites; Whites participate to a greater degree in wildland outdoor recreation activities; Blacks recreate closer to home making greater use of local parks and less use of state and national parks; Access to recreation facilities may differ for blacks and whites; and the greater degree of urbanization, the greater the convergence of white and non-white outdoor recreation participation rates. Results also conclude the need for minority professionals in natural resources and outdoor recreation. There is a need to determine the extent to which such increases in minority professionals might yield positive results.

Keywords: Outdoor recreation participation, race, ethnicity, cultural values, literature review, research assessment.

33. McGuire, F. A., O'Leary, J. T., Alexander, P. B., & Dottavio, F. D. (1987). A comparison of outdoor recreation preferences and constraints of Black and White elderly. Activities, Adaptation & Aging, 9(4), 95-105.

Overview: One of the most important dimensions affecting life satisfaction in the elderly is the level of activity and the intensity of involvement. On the other hand, other evidence indicates that activity, per se, is not as important as the congruence between actual and desired activity. Also, because some research shows that social class and race are not necessarily conclusive predictors explaining leisure participation, recommendations have been put-forth for more sophisticated analyses to be done on specific activities and targeting specific populations.

Purpose of the study: To look at the outdoor recreation behavior of black and white individuals over the age of 65.

Methodology: Data used in this study were gathered as part of the 1982-83 Nationwide Recreation Survey (NRS). The NRS was jointly sponsored by the National Park Service, U.S. Forest Service, Bureau of Land Management, and the Administration on Aging. The NRS was conducted with a sample of individuals (n=6720) who were 12 years of age or older. Data were weighted to reflect the national population of individuals 12-years or older. This weight was adjusted for nonresponse, age, sex, and race. Respondents were asked to identify the three outdoor recreation activities most important to them. Data from this question were used to examine recreation preferences of black and white individuals 65 years of age or older. Respondents were also asked whether they were participating in those activities selected as often as desired. Discriminant analyses were used to determine whether differences existed in either outdoor recreation involvement or constraints between elderly blacks and whites.

Results/Discussion: Overall, results indicated more similarities than differences in outdoor recreation preferences between black and white respondents. However, a comparison of the percentage of black and white respondents experiencing specific constraints to participation appeared to indicate some differences. Examination of the standardized discriminant function coefficients indicated that lack of money and transportation was more important to black respondents, whereas lack of time and overcrowding were relatively more important to white respondents. While an examination of outdoor activity preferences of blacks and whites indicated some differences, an analysis of the entire discriminant analysis suggested this was more a reflection of large sample size than meaningful racial differences. Conclusions indicate the inappropriateness of providing activities based on myths or stereotypes about groups.

Keywords: Race, class, Black, White, elderly, outdoor recreation preferences, constraints.

34. Nelson, I. (1974). Minority demand for resident youth camping in the South.

Proceedings of the Outdoor Recreation Research Symposium: Applying the Results, (pp. 98-100). June 19-21, 1973, Marquette, MI. (General Technical Report, NC-9). St. Paul, MN: USDA North Central Forest Experiment Station.

Overview: Use of public outdoor facilities is markedly less among non-whites than whites. For a variety of reasons, including traditions, facility locations, and average incomes, recreation patterns of whites and non-whites differ. This statement is not to suggest that non-white patterns are inferior; they may be just as beneficial and enjoyable as those of whites. Suppliers of recreation recognize the rights of minorities to public facilities, but often wonder what types of services to supply. Prior to 1964, the year the Supreme Court abolished segregation laws on the use of public facilities, blacks seeking resident camping (in Alabama) generally attended all-black camps.

Purpose of the study: To survey resident youth camps in Alabama and Florida to determine growth and participation rates.

Methodology: This paper does not provide detail about the exact methodology other than the fact that 151 camps in Florida and 162 camps in Alabama were surveyed.

Results/Discussion: The survey revealed only one all-black camp in Florida (established in 1952), and three in Alabama. By 1970, agencies had discontinued their separate camping operations for blacks and whites. Nevertheless, the rate of minority camper participation remained low (e.g., only 7 percent of Alabama's 48,265 campers were non-white). However,

a few religious and nearly all private camps had no minority attendance. The estimated number of non-whites in Florida resident camps was about 9,000 or almost three times that for Alabama. It was stated that the more liberal interracial climate in Florida explains some of the differences. Resident youth camping among blacks appears to be increasing due to restrictions being lowered. Paradoxically, increased activity by minorities may reduce majority participation. Denial of public facilities to certain groups is indefensible. Participation by all groups is encouraged and inter-group harmony should be actively promoted.

Keywords: Blacks, whites, youth camps, socio-economics, outdoor recreation.

35. Pawelko, K. A., Drogin, E. B., & Graefe, A. R. (1997, October). Ethnic and cultural origin and its impact on river recreationists' experiences: The case of Hispanic Americans. Proceedings of the Leisure Research Symposium, the National Recreation & Park Association Congress, Salt Lake City, UT.

*[Note: This same study was presented at the 1996 Northeast Recreation Research Symposium in New York. The paper also appears in the NERR Proceedings for this conference and can also be obtained from the USFS Northeastern Forest Experiment Station, General Technical Report No. 232].*

Overview: Recreation resource managers are challenged to increase their understanding of ethnically and culturally diverse visitors. More specifically, a major gap has been identified in the literature regarding the behaviors and styles of ethnic minority group visitors at water-based recreation areas.

Purpose of the study: To address what behaviors, experience styles, preferences, and meanings Hispanic Americans attach to river recreation experiences, and look at what constraints or conflicts are associated with their leisure experiences at an outdoor river recreation area. A naturalistic approach was used to examine the multiple, subjective experiential realities associated with ethnic/cultural group water-based recreation experiences.

Methodology: Data were collected on 18 occasions utilizing observation and interview techniques. The population included all Hispanic American river recreation visitors at a National Park Service national recreation area in NJ and PA. The sample included 31 river users selected on multiple sampling occasions at one site known to be used intensively by Hispanic Americans. Theoretical, purposive, and snowball sampling techniques guided data collection. Data were prepared into transcripts and the constant comparative method of qualitative analysis was used to code, process and analyze the data.

Results/Discussion: Results show several themes emerged which illuminated the similarities and differences among ethnic/cultural user groups. These include: identification of the range of visitors & their leisure styles; visitor motivations; culturally influenced recreational behaviors; conflicts among users; temporal elements and spatial elements. Recreational conflicts may be precipitated by a lack of understanding or appreciation of similarities or differences among diverse ethnic groups; and Hispanic visitors' style may reflect diverse cultural notions of time and space when compared to patterns of use by the dominant majority use (e.g., European American). Further research exploring temporal & spatial outdoor recr. related factors associated with diverse cultures & ethnic groups are suggested.

Keywords: Outdoor recreation behavior, Hispanic Americans, race and culture, motivation, user conflicts.

36. Philip, S. F. (1995). Race and leisure constraints. *Leisure Sciences*, 17, 109-120.

Overview: Much leisure research has been based on a model representing a hierarchical series of intra-personal, interpersonal, and structural constraints that affect leisure choices. This suggests that "individuals move from proximal constraints, which affect preferences, to distal constraints, which affect participation. Unfortunately, this evolving generalized model of leisure constraints has not directly addressed race as an important factor affecting leisure preference and participation. Other research has focused on exploring explicit group differences in leisure barriers, preferences, and participation, usually associated with various forms of marginality, sub-cultural values or discrimination.

Purpose of the study: To examine the importance of race as a significant factor affecting leisure constraints. African Americans and European Americans were compared on some basic measures of leisure constraint. The author highlighted related African American literature pertaining to racial differences in leisure preference and participation as well as intra-personal leisure constraints.

Methodology: A stratified random sample of 450 households was drawn from a middle-sized southern coastal metropolitan area (32% African American, 66% European American, 2% other). The study census tract was selected using the 1990 U.S. census information. The original sample yielded 247 completed questionnaires: African Americans =136 (55%); European Americans=108 (44%); and 3 by others (1%) resulting in overall response rate of 55%. Two leisure constraint measures were tested: appeal and comfort. Respondents were asked to indicate their associated strength of comfort or appeal on a Likert-type scale for 20 selected recreational activities. These activities were chosen to represent a wide spectrum of common outdoor and indoor leisure activities frequently measured in the leisure literature. Demographic characteristics of African Americans and European Americans were statistically similar. Variables measured include: age, household size, household income, education, and gender.

Results/Discussion: Specifically pertaining to outdoor recreation, African Americans rated 7 of the 20 activities significantly lower in appeal than did European Americans (i.e., camping in mountains, going to beach, going to zoos, bicycling, dining out, snow skiing, going to museums). However, fishing was rated significantly higher for African Americans than for their European counterparts. Similarly, many of the same activities were also rated lower in comfort for African Americans; others included in this category for this population include: going to festivals; going to country clubs; picnicking. African Americans and European Americans of similar residential location and socioeconomic status showed [statistically] significant differences in the rated appeal and comfort they associated with a majority of the recreational activities examined in this study. Three major theoretical explanations of racial difference frequently encountered in the leisure literature are offered here for discussion: (a) marginality, (b) ethnicity-socialization, and (c) prejudice-discrimination.

Keywords: Race, African American, leisure preferences, constraints, participation, recreational sports, outdoor activities, socioeconomics.

37. Phillipp, S. F. (1993). Racial differences in the perceived attractiveness of tourism destinations, interests, and cultural resources. *Journal of Leisure Research*, 25, 290-304.

Overview: Two general observations are made concerning contemporary America:

- 1) Tourism is an increasingly important force in the economic development of many communities, and
- 2) black economic prosperity, though still lagging far behind that of

whites in absolute terms, has allowed large gains over the last ten years in the relative number of blacks who might be categorized as "middle class" or even "affluent." If tourism is the "driving engine" of economic development for many areas, then how do black tourist perceptions, opinions, values, and decisions differ from white tourists, and how might that empirical data specifically figure into the tourism planning and development process?

Purpose of the study: To ascertain whether race was an important variable in determining tourism destination attractiveness. In addressing this objective, the leading question of this study was: Are blacks and whites different in the destinations, and associated destination characteristics, they find attractive?

Methodology: A stratified random sample of 213 households in a southern, coastal metropolitan area was investigated (45% black, 55% white). Interviewers conducted house visits (from randomly selected street blocks from census tracts), and investigated black-white differences in perceived attractiveness of tourism destination characteristics. Respondents were asked to rank three sets of color photographs, representing different types of destinations, interests, and cultural resources, from most attractive to least attractive. Frequency cross-tabulations by race were performed on all the study variables. Differences in the rankings by race for each study area were then statistically evaluated utilizing Spearman's Coefficient of Rank Correlation. Blacks and whites were compared to determine the degree of association between their rankings. Differences in socio-economic variables were statistically evaluated by race using chi-square tests of independence.

Results/Discussion: Strong positive correlations between overall black and white rankings were found for all three study characteristic areas. Some significant differences, however, were shown on the individual categories in each area. Black and white rankings for tourism cultural resource areas resulted in the largest difference. Interesting to note that the natural resource category showing "scenery" in the form of a "waterfall", was ranked higher than the cultural resource categories for both blacks and whites. While natural resource based destinations (i.e., rivers, beaches, mountains, lakes, and farms) were ranked overall in the top five choices by both races, blacks were likely to rank the photograph most closely associated with "wildland recreation areas" (i.e., mountains) significantly lower than whites. Blacks' ranked "tribal costumes" and "contemporary stage dancing" significantly higher than whites. While a few significant differences were found between races, this study also found high overall association between blacks and whites in the attractiveness of tourism destinations, interests, and cultural resources.

Keywords: Race, socio-economics, tourism, leisure, perception, photographs, cultural resources, natural resource-based destinations.

38. Roberts, N. S., & Drogin, E. B. (1996, October). Attitudes and experiences of women of color in the outdoors. Proceedings of the Leisure Research Symposium, the National Recreation & Park Association Congress, Kansas City, MO.

Overview: Current information about women pursuing outdoor adventure activities still comes primarily from studies of white women. Research has only recently begun to explore the experiences of women of color. It is essential to recognize that women of various ethnic and cultural backgrounds may pursue different goals and engage in different outdoor recreational activities for different reasons.

Purpose of the study: This study is an exploratory evaluation which looked at attitudes, concerns, constraints, knowledge and awareness of women of color related to outdoor recreation and adventure-based activities.

Methodology: Based on review of research in environmental attitudes, race, ethnicity, and culture in the outdoors; and women, leisure and experiential education, a 60-item *Attitudes and Experiences Inventory* was constructed. Data for the study were collected through mail surveys received from 36 self-selected women of color from across the country. Basic descriptive statistics were used to analyze demographics, outdoor experience, and perception of race. Additional correlation's, ANOVA's and chi-square analyses were performed to differentiate attitudes and experiences by basic characteristics. Respondents represented a wide age range (i.e., 18-58). The majority was African American (60%), bi-racial or multiracial (16%), and Native American (14%). The remainder was of Asian or Hispanic ancestry.

Results/Discussion: Findings show that most respondents preferred to recreate outdoors with friends or an organized group rather than by themselves, as well as to socialize with individuals of similar ethnic backgrounds. Over half agreed that women of color have not been socialized to participate in outdoor activities, that they were not uncomfortable being the only person of color participating in an outdoor activity, and that the more educated a woman is the greater the effect this has on the selection of outdoor activities. Respondents did not feel that race nor economic situation were the primary factors affecting intent to participate, actual participation, or under representation of women of color in the outdoors. Rather factors relating to cultural acceptance and norms, limited exposure to outdoor activities, lack of awareness of opportunities, stereotype of the outdoors as a "white thing," and outdoor activities as inappropriate for women of color were noted as constraints. Factors indicated as preventing more frequent participation in outdoor activities include: Lack of equipment, lack of knowledge and/or expertise, health and safety issues, fear, and proximity to outdoor recreation areas.

Keywords: Women, ethnicity, socio-economics, leisure, experiential education, outdoor recreation, constraints, attitudes and experiences.

39. Roberts, N. S. (1996). Women of color in experiential education: Crossing cultural boundaries. In K. Warren (Ed.), *Women's Voices in Experiential Education* (pp. 226-240). Dubuque, IA: Kendall/Hunt.

Overview: Discussion of the outdoor adventure experiences of women often neglect experiences of women of color. Little is known how ethnic background affects the quality and quantity of their experiences in the outdoors. It is therefore critical to understand not only the outdoor experiences of all women, but to acknowledge and ascertain how race and ethnic relations shape each of us individually.

Purpose of the study: To determine perceptions of participation in outdoor recreation by women of color and examine their attitudes and experiences relating to the outdoors.

Methodology: The author describes a connection of race and ethnicity to women's involvement in experiential education and recreation in the outdoors. Incorporating a content analysis of the literature, issues of empowerment, difference, socialization, spirituality and leadership are discussed. Utilizing a qualitative methodology, three case studies form the basis for this research project. Through the process of face-to-face interviews, the author

elicited perspectives on leadership, gender issues, and general feelings and experiences of outdoor adventure participation. Because of their unique backgrounds and various regional representations, three women were solicited and selected to provide personal perspectives for this study. That is, African American, Chinese American, and Chicana (with Navajo ancestry).

Results/Discussion: Themes that emerged include leadership, empowerment, building cultural connections, culture and spirituality, discrimination and racism. More specifically, these themes relate to the need for more women of color as role models, development of confidence and challenge not available elsewhere, building alliances and coalitions to cross cultural boundaries, taking responsibility to eradicate myths and stereotypes, exploring personal heritage and the relationship to the outdoors, and understanding how discrimination and racism has impacted women differently depending on their specific ethnic background. Keywords: Race, ethnicity, gender, class, outdoor recreation, experiential education, case studies, constraints, leadership, empowerment, feminist theory, culture, spirituality, discrimination, racism.

40. Roberts, N. S., & Henderson, K. A. (1997). Women of color in the outdoors: Culture and meanings. Journal of Experiential Education, 20(3), 134-142.

Overview: Although more women are becoming involved in outdoor experiential activities, we are only beginning to learn about the experiences of women of color. Scholars and practitioners in experiential education and outdoor recreation are being challenged to rethink the relationship among different races and cultures. In particular, the growing interest in gender and diversity in the outdoors has raised new questions.

Purpose of the study: To examine meanings of the outdoors (including the natural environment and participation patterns) as expressed by women of color.

Methodology: A grounded theory approach was used to analyze two data sets collected from interviews with women of color in the U.S. The data for this project were analyzed largely from an ethnicity perspective that assumed cultural variations may exist in norms, values, behavior, and beliefs about the outdoors. An interpretive paradigm was the basis for this study. Symbolic interactionism provided the theoretical framework for analyzing the data. Specifically, this was used to explore the relationships that women of color had with the outdoors through analysis of their personal experiences. The sample consisted of two data sources; hence the results were obtained through secondary analysis of these two sources. First, seven women of color at a southeastern university who participated in a focus group about outdoor involvement were one source of data. Structured questions were developed to guide the focus groups. The second source of data was interviews with 17 women of color (ages 20-33) representing various racial and ethnic backgrounds from across the U.S. Again, structured questions guided the interview process. A total of 24 self-identified women of color were interviewed for this analysis that included fourteen African American, six Asian American, two Hispanic, and two Native American women. Data analysis used primarily constant comparison techniques. The data were coded independently by both researchers to reflect themes regarding meanings about outdoor involvement. The re-coding of sub-themes reflected specific content. The coded transcripts were re-read to ascertain that the categories fit the data and visa versa. Background literature was related to the data to better understand the emerging themes and to develop a grounded theory approach to

deriving conclusions. Corroboration between the researchers helped determine high credibility and dependability.

Results/Discussion: Findings indicate two prevailing themes emerged: Social Support, and Discomfort and Fear as related to the outdoors. Involvement by the sample of women in this study revolved around their interpretation of these two dimensions. Sub-themes that emerged pertaining to "social support" include: Family, peers, role models, isolation, and sociocultural connotations. Within "discomfort and fear" the following sub-themes were prevalent: Personal (e.g., appearance, skill, previous exposure to outdoor activities), and Social (e.g., stereotypes, perceived stigma, potential for racial discrimination).

Recommendations and implications for program managers and outdoor leaders are provided.

Keywords: Women of color, race/ethnicity, culture, constraints, outdoor recreation, adventure activities.

41. Roberts, N. S., & Drogin, E. B. (1993). The outdoor recreation experience: Factors affecting participation of African American women. Journal of Experiential Education, 16(1), 14-18.

Overview: Although an increasing number of women are enjoying the outdoors and participating in outdoor activities, the representation of black women is relatively low. Acknowledgement of cultural diversity among women mandates that women of color be looked at as a group that may indeed pursue different goals, and subsequently engage in different activities towards meeting these goals.

Purpose of the study: To explore the factors contributing to the non-participation of African American women in outdoor recreation activities.

Methodology: Relevant research was synthesized and intensive interviews were conducted with African American women in the Washington, D.C. area. Five women participating in Washington, D.C.'s "Black Women's Support Group" were self-selected and agreed to partake in the study.

Results/Discussion: Based on a critique of the literature and results of interviews, the primary factors affecting participation reported in this paper include: a historical perspective (e.g., oppression and racism), perceptions of race and gender (e.g., stereotypes), lack of role models, lack of exposure to activity options in the outdoors, limited accessibility to wilderness from urban areas, and oppressive economic conditions. Additionally, several cultural factors are discussed. Implications for professionals can relate to program planning. Planning initiatives to reduce barriers for women of color on the part of outdoor recreation and experiential education professionals must be undertaken to comprehend and overcome, if appropriate, unique constraints to participation faced by black women.

Keywords: African American, race, gender, socio-economics, outdoor recreation, adventure programs, historical perspectives, constraints, myths, stereotypes.

42. Rodriguez, D. A. (1996). An assessment of factors influencing natural resource career aspirations among Hispanic high school students. Unpublished Doctoral dissertation (Ph.D.), Colorado State University, Fort Collins (UMI Microform No. 9710078).

Overview: Although racial and ethnic influences are documented in the literature, basic understandings of environmental values within various groups, as well as the degree this



translates to work within a natural resources career field have received little attention. Additionally, early work seems to support the notion of increased environmental sensitivity through long term outdoor experiences, however, there is increasing evidence and concern that the lack of access to outdoor recreational pursuits may hamper the development of environmental sensitivity among ethnic minorities.

Purpose of the study: To assess early leisure experiences among a population of Hispanic students across the country and to determine if these experiences have a direct effect on held environmental values and subsequent career decisions. A secondary objective included identifying a methodology for assessing levels of ethnic identity among Hispanic youth and its subsequent effect on leisure choice and participation in environmental learning experiences.

Methodology: A predictive model was developed to explain the behavioral intentions of Hispanic youth and the factors which might account for their attitudes toward, and interest in, pursuing a degree in the natural resource field. A self-administered mail survey was sent to Hispanic high school students who had taken the Scholastic Aptitude Test (SAT), or the American College Testing Service Exam (ACT), during the 1992-1993 school year, as a prerequisite for college acceptance. Subjects receiving the survey were randomly selected from the Colorado State University database of qualified Hispanic high school seniors. Ethnic origin was identified by a self-reporting procedure employed by each testing service. From a random sample of 1,000 students selected from the list generated from the sampling procedure, 353 usable questionnaires were returned (35.3% response rate). To eliminate non-response bias, a random sample of 30 non-respondents were called and administered an abbreviated survey containing general questions related to ethnic identity, outdoor recreation participation, outdoor learning experiences, and general demographics identical to those in the initial survey.

Results/Discussion: Survey responses were obtained from Hispanic students in 21 states and the District of Columbia. Respondents consisted of 61.3% female and 38.8% male. The majority of students identified themselves as Mexican, Mexican-American, Chicano (74.5%) and the remainder was of Central American origin, Puerto Rican, and Cuban origin. The reported approximate mean household income for survey respondents was \$45,000-59,999 annually. Results of this study confirm earlier work related to differing patterns of outdoor recreation involvement among ethnic groups. Ethnic identity was explored as a new way of operationalizing levels of acculturation and assimilation. Anglo affiliation, Anglo lifestyle, and Anglo self-image were identified as predictors of outdoor recreation behavior. Measures of ethnicity related to Hispanic lifestyle and having a Hispanic mother were negatively associated with outdoor recreation activity. Ethnic identity was also found to be positively associated with natural resource career aspirations. Outdoor learning experiences were found to be instrumental in influencing outdoor recreation patterns among Hispanic youth. Utilitarian and eco-centered (anthropocentric and non-anthropocentric) environmental values were shown to be positively associated with natural resource career aspirations. Outdoor recreation participation was shown to have a significant influence on students' natural resource career aspirations and perceived behavioral control regarding natural resources and related career fields.

Keywords: Hispanics, high school students, environmental values, outdoor learning experiences, ethnic identity, outdoor recreation participation, natural resources career influences.

43. Shaull, S. L., & Gramann, J. H. (1998). The effect of cultural assimilation on the importance of family-related and nature-related recreation among Hispanic Americans. *Journal of Leisure Research*, 30(1), 47-63.

Overview: The hypotheses of nature-related recreation experiences and the importance to Hispanics, and the importance of family-related outdoor recreation experiences for Hispanic reflect differing models of ethnic assimilation. Leisure behavior, because it may be subject to fewer social-conformity pressures than behavior at school or in the workplace, could provide an important social space for expressing and maintaining important ethnic values.

Purpose of the study: To examine the effect of acculturation on the importance to Hispanic Americans of nature-related and family-related experiences in outdoor recreation.

Sociological theories of cultural assimilation provided the framework for this study. The two hypotheses were tested using data from telephone interviews of households in central and southern California during the spring of 1991. The sample of households within the region was selected using random-digit dialing. Bilingual interviewers were used so that interviews could be conducted in either Spanish or English. The original sampling frame consisted of 3,897 randomly generated telephone numbers and after going through the typical process yielded a final sample of 995. Cultural assimilation among Hispanics was operationalized using measures of language acculturation. This measure was cross-checked against "generational tenure," or the number of generations a respondent's family had lived in the U.S. Hypotheses were tested using analysis of covariance. The covariates were pre-tax household income, educational attainment, and number of children 12 years of age or younger in the household.

Results/Discussion: Results highlight the relationship between language acculturation and the importance of nature-related outdoor recreation experience, and show the effect of language acculturation on the importance of family-related recreation experiences. This study revealed both inter-ethnic and intra-ethnic differences in the importance attached to outdoor recreation experiences.

Keywords: Sociological aspects of leisure behavior, nature-based recreation, family recreation, Hispanic, cultural assimilation.

44. Shinew, K. J., Floyd, M. F., McGuire, F. A., & Noe, F. P. (1995). Gender, race, and subjective social class and their association with leisure preferences. *Leisure Sciences*, 17, 75-89.

Overview: Empirical studies of the singular effects of race, social class, and gender on leisure behavior comprise a substantial portion of the leisure research literature. However, studies regarding the extent to which gender, social class, and race combine to influence leisure-related outcomes are rare and just beginning to be explored and appear in the literature.

Purpose of the study: This study examines the leisure preferences of subgroups defined by gender, race, and subjective social class. The multiple hierarchy stratification perspective and the class polarization perspective provided the theoretical rationale for the study.

Methodology: A secondary data set from a national probability survey was used. The original study involved a national random telephone survey conducted to obtain information regarding the leisure preferences of adults age 21-65. From 2,148 contacts, 1,711 interviews

were completed (71% completion rate). Race was measured by a self-report and resulted in a sample consisting of 138 Blacks, 1374 Whites, 38 Hispanics, 16 Asians, and 12 American Indians. Respondents' incomes were skewed toward the upper income levels. Individuals with incomes over \$50,000 were over represented, whereas those with incomes below \$20,000 were under-represented, which may be the result of the age parameters of the study. The gender breakdown was 60% females and 40% males.

Results/Discussion: Results were broken down into males and females from different ethnic and social class backgrounds. Relating to outdoor recreation specifically, hunting and fishing activities were ranked first by middle to upper middle class White men, and seventh among poor working-class Black women. The same activities were ranked third among middle to upper middle-class Black men. Both White and Black men from middle-upper middle-class backgrounds ranked outdoor individual and camping-hiking activities similarly. For Black female groups of different social classes, they ranked boating and risk-skill activities (e.g., snow skiing, rock climbing, and skydiving) as their least preferred activities. Regarding Black men of different social classes, the middle-upper-middle class individuals ranked camping-hiking activities higher, whereas the poor-working-class men ranked association-sociability and games activities higher. Overall, the most isolated groups in terms of dissimilarity in activity preferences were the poor-working-class Black women and the middle-upper-middle class White men. The conflicting pattern of activity preferences between racial groups of poor or working-class status suggests that race factors may be more closely related to leisure activity preferences than to a common perception of one's social class. The authors conclude with confidence that race and social class interactively affect leisure preferences irrespective of gender. The combined or interactive effect of race, class, and gender represents a fertile area for inquiry.

Keywords: Race, social class, gender, class polarization, multiple hierarchy stratification perspective, leisure preferences.

45. Social Aspects and Recreation Research: Symposium Proceedings (General Technical Report: PSW-GTR-156). D. Chavez, Technical Coordinator, USDA Pacific Southwest Research Station. Symposium on Social Aspects and Recreation Research, February 23-25, 1994. San Diego, California.

Overview: This General Technical Report is a collection of research studies presented at the second Social Aspects and Recreation Research Symposium. In these proceedings are copies of the presentations, summaries of presentations from the educational poster, round-table, and simulated field trip sessions. This document includes a variety of issues and topics. The theme for this symposium was the human dimensions of natural resources. Examples of presentations included in these proceedings (relating to this project): Impact of multicultural groups on resource management; Differences in behavior conventions (i.e., comparison of Hispanics and Anglo Americans); Ethnic use of the Tonto; Environmental dilemmas and ethical reasoning among Hispanic and non-Hispanic forest visitors; and Development and testing of a cultural identity construct for recreation and tourism studies.

Keywords: Race, ethnicity, gender, Hispanics, behavior, forest recreation, cultural identity, environmental concerns.

46. Social Aspects and Recreation Research: Symposium Proceedings (General Technical Report: PSW-GTR-132). D. Chavez, Technical Coordinator, USDA Pacific Southwest Research Station. Symposium on Social Aspects and Recreation Research, February 19-22, 1992. Ontario, California.

Overview: This General Technical Report is a collection of research studies presented at the first Social Aspects and Recreation Research Symposium. In these proceedings are copies of the presentations, summaries of presentations from the educational poster, round-table, and simulated field trip sessions. This document includes a variety of issues and topics. Examples of studies provided, relating to this project, include conflicts in the wildland-urban interface, data collection for multicultural environments, communication with multicultural groups, service delivery strategies for multicultural environments, valuing cultural diversity, and wilderness issues for urban proximate areas.

Keywords: Race, ethnicity, multiculturalism, cultural diversity, wilderness, urban, conflicts.

47. Stamps, S. M., & Stamps, M. B. (1985). Race, class, and leisure activities of urban residents. Journal of Leisure Research, 17, 40-56.

Overview: There is a lack of empirical data on the relationship between race, social class and leisure activity. This is surprising given the assumption that is often made that class is more important than race in determining life-styles.

Purpose of the study: To examine the relationships of race and class to leisure activities of urban residents. This study should provide a better understanding of the role played by race and class with regard to leisure lifestyle. While this study looked at a broad array of leisure activities (n=22), outdoor recreation is a significant component in the analysis.

Methodology: Data for this study were obtained from a 1981 study investigating the quality of life of residents living in integrated census tracts in a Northern New York community of approximately 180,000 residents. A random sample of 750 households was drawn from the sampling frame that reflected the proportional population in each census tract. An interview was conducted with all households and consisted of 111 questions including pertinent demographics (e.g., education, occupation, race, socioeconomic status) and information about leisure activities. Gender was not a variable of interest in this study. Of those interviewed, 66.7% were black, 27.7% were white. Other groups (e.g., Hispanic, Native Americans) made up the remaining 5.4% and were not included in this analysis. Utilizing Spearman's Coefficient of Rank Correlation, blacks and whites of different classes were compared to determine the degree of association between rankings of their participation in leisure activities. Chi-square analysis was utilized to determine whether blacks and whites of differing classes participated at a differential rate in the specific leisure categories.

Results/Discussion: Results show whites participated more in outdoor recreation, traveling, yard work/gardening and blacks participated more in socializing/partying, shopping, resting/relaxing. When the two social classes were compared (i.e., lower, middle), it was found that middle class participated more in sports, cultural activities, outdoor recreation and traveled more. Lower class respondents watched television and listened to the radio more. Similarly, middle class whites participated in activities noted above for whites and middle class blacks participated in activities noted above for blacks. Results also show that, in general, socializing/partying and resting/relaxation were participated in more by blacks,

regardless of class, than by whites in this study. Additionally, there were no differences between lower class blacks and whites regarding outdoor recreational activities. Overall, contrary to what was expected, race seems to be more important than class in determining leisure participation. This was especially true for middle-class respondents.

Keywords: Leisure lifestyle, recreation activities, race, social class, urban, community.

48. Taylor, D. E. (1992). Urban park use: Race, ancestry, and gender. Proceedings of the 4th North American Symposium on Society and Resource Management. Managing urban and high-use recreation settings: Selected papers from the "Urban Forestry" and "Ethnic Minorities and the Environment" paper sessions. Madison, WI: University of Wisconsin.

Overview: Most of the comparative race and ethnic leisure studies focus on a very narrowly-specified model, where race and social class are sole determinants of leisure participation. Sometimes a more sophisticated model is implied that includes ethnicity and attitudinal variables, but in practice there seems to be little difference between it and the narrower race-class model. The reason for reliance on this simplified model is due to the problem inherent in many comparative studies to date, is that of operationalizing components of the model. However, ethnicity in many cases is not operationalized. Instead researchers analyze data on race and interpret the differences in participation as differences caused by ethnicity.

Purpose of the study: To propose an alternative explanation known as the "differential access model." This model more accurately reflects the complexity of socio-structural and cultural variables (and their interrelationships) and their influence on leisure participation.

Methodology: Data were collected in 1989 from participants who frequent the parks of New Haven Connecticut. Two-hour interviews were conducted with people living in various neighborhoods in the city. Responses from 144 interviews were analyzed (n=63 Blacks of which 14 were Jamaicans and 49 were African Americans; 81 Whites of which 26 were Italians and 55 were other Whites).

Results/Discussion: The analysis included responses to general use of neighborhood parks, favorite parks, reasons for park use, attractive park features, and reasons for avoiding parks. Males were more likely to use the parks closest to them than females. Black females were least likely to use the parks closest to their residences. Reasons for park use include park facilities, love outdoors, aesthetic appeal, convenient location. Reasons for avoiding parks include no interest, life cycle limitations, no time, and perceived danger. A certain percentage of Blacks did not use the neighborhood parks because they perceived them to be dangerous places or they had no interest, while Whites used parks either because of the facilities or they found these parks aesthetically appealing. African Americans were more likely to perceive parks as more dangerous than any other group; danger in the parks was not an issue with Italians and other whites. An overriding concern of Blacks was to find a place with well-maintained play equipment for children in which they could recreate safely, in addition to the fact they wanted to see other Blacks recreating in these parks. Whites place slightly more emphasis on the kind of facility in the park, while Blacks were more attracted to the peaceful nature of parks than whites. There was no significant difference in the way males and females ranked the various park attributes, however significant differences did vary by age and education. And, ancestry had some interesting effects. This study demonstrates that park use is influenced by a multiplicity of factors.

Keywords: Ethnicity, gender, social class, urban parks, outdoor recreation.

49. Tierney, P. T., & Dahl, R. (1998). Who is likely to visit natural areas and participate in outdoor experiential education programs; what are the barriers; and how can barriers be broken? Monographs of the Association for Experiential Education, Reference #102098. Boulder, CO: AEE.

Overview: Recent studies have found significant differences in visitation to natural areas (NA) and participation in outdoor recreation activities among segments of the American public. Important questions that continue to be asked are important to protected area managers as well as to non-profit and commercial organizations providing outdoor experiential education programs (often in natural settings). Future trends suggest we need to pay even more attention to these issues.

Purpose of the study: To identify barriers by current users and non-users, especially urban minority residents; to develop and test a model of outdoor recreation participation in undeveloped natural areas incorporating the variables of socio-economic status, ethnicity, assimilation, and perceived discrimination.

Methodology: The study described in this monograph was based on a telephone survey of a stratified random sample of Los Angeles City and County adult residents between November 1994 and January 1995. Interviews were available in English, Spanish and Mandarin. Respondents were asked if they took a recreational or leisure trip away from their home from May through August 1994. If they took a trip, respondents were asked if they visited an "undeveloped natural" area. Data was collected from three key groups: 1) individuals who did not take any leisure trip during the summer, 2) those who traveled but did not visit an undeveloped natural area in the summer; and 3) people who visited an undeveloped natural area on a vacation or shorter excursion. Each of the three groups described was asked to identify barriers or constraints to visitation.

Results/Discussion: A total of 3,098 calls were attempted with a total of 894 interviews completed. The survey sample was very diverse, with 31.8% identified themselves as primarily Mexican American, Hispanic, Chicano, Latino, or Spanish decent; 31.1% were White or European American; 20.6% were Black or African American; 16.5% Asian or Pacific Islander; .07% were other ethnic groups and 1.7% were a mixture of ethnic groups. About one in three survey respondents did not take any leisure trip during the spring and summer of 1994, suggesting a substantial number of residents have significant barriers to travel or have limited interest in leisure travel. About four out of ten people interviewed took a trip where they visited an undeveloped natural area. The remainder (30.5%) took a leisure trip but did not visit an undeveloped natural area. Visitors to natural areas were evenly distributed among age groups. Significant differences were found in visitation to natural areas according to education and income levels. For instance, 55% of households interviewed earn \$75,000 or more visiting a NA compared to 17.1% of those from households earning under \$25,000. There was little difference in NA visitation between males and females. U.S. citizens were more likely to visit a NA (35.9%) compared to non-citizens (24.6%). The study reports and discusses significant within group differences of various ethnicity's relating to visitation to NA. The most constraining barriers for all three groups were: 1) lack of free time; few friends travel or recreate in natural areas; nearby destinations were too crowded; their financial situation; don't know where to go/what to do. *Time commitments, financial constraints and not enough workers of my ethnicity* were

significantly more important to respondents who did not take a leisure trip, compared to those who took a leisure trip. Additionally, ethnic minorities were more likely to express the belief that not feeling welcome was an issue, than their European American counterparts (e.g., *perceived discrimination* and *feeling welcome traveling enroute or within a natural area*). Regarding the development and testing of a "model": Logistic regression results showed that respondents significantly less likely to visit an undeveloped NA were those with low levels of socio-economic status, low levels of assimilation, who had moderate to high perceived discrimination, and who were of African American ethnicity. There were no significant differences between Asian, Hispanic and European Americans in their likelihood of visiting a NA, once intervening variables were held constant. The six most important barriers to natural area visitation cited by groups that under-utilize wildlands include: 1) lack of friends to recreate in NA with; 2) too crowded; 3) want more workers there of my ethnicity; 4) feel unwelcome and discriminated against; 5) don't know where to go or what to do; and 6) lack transportation options.

Keywords: Outdoor recreation, barriers, ethnicity, age, socio-economics, gender, natural area recreation use patterns, experiential education participation, perceived discrimination, barriers.

50. Tierney, P. T., Dahl, R., & Chavez, D. (1996, October). Cultural diversity in use of undeveloped natural areas (abstract). Proceedings of the Leisure Research Symposium, the National Recreation & Park Association Congress, Kansas City, MO.

Overview: Due to the rapidly growing population of various ethnic groups in America, a potentially significant change in recreation use patterns will occur. Numerous studies have sought to determine if there are differences in recreation use patterns and underlying motivations between ethnic groups, often with conflicting results.

Purpose of the study: Develop and test a model of ethnic participation at undeveloped natural areas (NA).

Methodology: The proposed model included the constructs of socio-economic status, perceived discrimination, assimilation and ethnicity. Undeveloped natural areas were defined as "being located outside of cities and primarily natural in composition (e.g., national and state forests), which could have campgrounds, lakes, access roads, visitors centers, and trails." Information for model testing came from a telephone survey of a stratified random sample of Los Angeles county residents. Both users and non-users were surveyed. The model was tested using Logistic Regression, which showed an overall chi-square of  $p < .001$ , and 70% of the predicted values were observed. A total of 894 interviews were completed with 31.8% identifying themselves as Hispanic, 31.1% White, 20.6% Black, and 16.5% Asian.

Results/Discussion: Findings show that ethnicity had a significant influence on visitation to NA's only one ethnic group, African Americans, was significantly less likely ( $p < .00$  to visit. Asian ( $p = .95$ ) and Hispanic ( $p = .56$ ) visitation was not significantly different than the European American respondents. Individuals significantly less likely to visit an undeveloped natural area were those with low levels of assimilation, who had moderate to high perceived discrimination, and who were of African American descent. These data suggest that public wildland agencies must be proactive by creating new programs and

expanding existing intervention projects, or they risk not being able to show that publicly funded natural resources are used by most Americans.

Keywords: Model development, socioeconomic status, perceived discrimination, assimilation, ethnicity, national forests, parks, wildlife refuges, open space.

51. Toth, J. F., & Brown, R. B. (1997). Racial and gender meanings of why people participate in recreational fishing. Leisure Sciences, 19, 129-146.

Overview: Issues of leisure, race, and gender permeate American society yet systematic analyses of these three factors in outdoor activities are lacking in leisure studies. As some feminist scholars have pointed out, many studies on popular leisure activities assume that these activities hold similar meanings for all social groups, thereby ignoring potential gender and racial differences.

Purpose of the study: To explore the meanings associated with why people fish as a leisure pursuit; and, to compare these meanings across gender and racial groups.

Methodology: Using data drawn from surveys collected in two Mississippi Delta communities, responses were examined from people who had indicated they had been fishing in the past year (n=124). Of the total respondents analyzed, 49% were White, 51% were Black, 56% were women, and 44% were men. The median household income range for White anglers was \$20,000 to \$25,000, whereas for Blacks it was \$5,000 to \$10,000. The median income of female fishers was \$10,000 to \$15,000 and for males the median income range was \$15,000 to \$20,000. The sample was drawn from a predominantly rural area and was comparable to other Delta communities regarding racial and socioeconomic make-up. They are also located next to many rivers and lakes in the area thereby affording ample opportunity for fishing. The data were gathered using structured surveys where trained interviewers conducted an interview with a randomly selected adult in the household. Interviews were conducted between July 1994 and February 1995. Respondents were selected using a stratified, random cluster sampling procedure. Before the survey data were collected, the authors conducted non-participant and participant observation and informal interviews. Exploratory factor analysis was used to examine what fishing activities mean to racial and gender groups and looked at 11 specific reasons why people fish.

Results/Discussion: Findings show that for fishing as a leisure activity, race and gender affect the manner by which meaning is assigned to the experience. Race had the greatest (statistical) impact on the reasons stated for fishing and the strongest factor in the creation of meaning, although gender contributed conceptually to meaning structures. Differences were found between Black women and White women providing a step towards the call that deeper contextual understanding of women's leisure must be pursued. More similarities than differences, however, are present among anglers in this study. A discussion of the theoretical significance of place and subculture highlights the role of race and gender in creating meanings of leisure. Implications for outdoor recreational management professionals are provided.

Keywords: Race, gender, age, income, leisure meanings, recreational fishing.



52. Washburne, R. F., & Wall, P. (1980). Black-white ethnic differences in outdoor recreation (Research Paper INT-249). Ogden, UT: USDA Forest Service: Intermountain Forest and Range Experiment Station.

Overview: Recreation research literature has demonstrated that minority populations (especially Blacks), participate less frequently than Whites in many outdoor recreation activities in both urban and wildland settings. Explanations for these ethnic variations are less clear. Interpretations commonly use one of three competing explanations: demographic explanation, marginality explanation, or the ethnicity perspective.

Purpose of the study: To clarify, theoretically, the nature of ethnic differences in participation rates using the HCRS national sample (Heritage Conservation and Recreation Service). To assess the applicability of the marginality, demographic, and ethnicity perspectives, the former two are tested together empirically and the latter explored through substantiating sociological and anthropological theory.

Methodology: A stratified probability sample of 4,029 households was drawn; age and sex quotas were then used to select respondents within households for telephone interviews conducted in June and July of 1977.

Results/Discussion: Analysis of this national sample on outdoor recreation participation show the Black group is no more hampered by cost factors than the White group. Additionally, little evidence exists that Blacks' generally lower rates of participation (in comparison to Whites') in wildland-related activities stem from either inhibitory factors or statistical artifacts of population composition. Blacks' perceived constraints on outdoor recreation participation differed from Whites' only in greater transportation difficulty; desired activities for outdoor recreation tended to accentuate Black-White differences rather than reduce them. Rather, Black leisure patterns result from a distinct cultural value and normative system contrasted to White "mass society." Both groups prefer small, nearby parks. However, when compared to the White group, Blacks tend more toward urban parks (as opposed to rural ones), toward more facilities instead of more land, toward indoor rather than outdoor facilities, and toward inland rather than waterfront sites. The key question that remains unsatisfactorily answered concerns the relative importance of location of participation opportunities versus the activity itself in determining Black leisure style.

Keywords: Blacks, Whites, marginality/ethnicity perspectives, socio-economics, constraints, outdoor recreation.

53. Washburne, R. (1978). Black under-participation in wildland recreation: Alternative explanations. Leisure Sciences, 1, 175-189.

Overview: Prior to the 1960s, Blacks' nonuse of wildland resources received little attention or concern. However, challenges in the 1960s and 1970s to other previously sacred institutions of American society in which there were imbalances of benefits raised in the likelihood that outdoor recreation might be another manifestation of inequity similar to the housing, educational, and occupational disadvantages accruing to minorities. Increased concern among policymakers resulted in a variety of programs, such as the Youth Conservation Corps, to enhance outdoor recreation in proximity to urban areas and also to provide opportunities for minority youth to gain acquaintance with park and forest environments.

Purpose of the study: To present two alternative perspectives on Black under participation in wildland recreation. The alternative explanations discussed are marginality and ethnicity. The marginality perspective suggests Blacks do not participate because of poverty and various consequences of socioeconomic discrimination. The ethnicity perspective proposes that recreational patterns are based on sub-cultural leisure norms and value systems. Blacks may have a very different historical relationship to wildlands and nature in comparison to the white European tradition, which may be responsible for white American values relating to wildland recreation activities.

Methodology: While data were not available as of the writing of this article, the marginality concept was tested using 1969 data on leisure of selected California residents in urban areas with unusually low incomes and other disadvantages. This secondary data source was reanalyzed to examine more closely Black-white leisure differences, with results focusing on marginality and (to a limited extent) ethnicity perspectives. A multistage, stratified sample was used to randomly select census tracts and then dwelling units for interviewing residents. 1193 Blacks, 838 whites were respondents for this study. Very limited numbers of Mexican Americans and assorted other ethnic groups were covered but not discussed in this article. Participation rates for Blacks and whites in different recreation activities were compared based on percentage of each group mentioning each activity, and testing for significance with chi-square analyses.

Results/Discussion: Blacks are more active than whites in team sports, yet participate much less extensively in wildland-related outdoor recreation and in recreation involving travel outside the local (home) community. Use of local parks (e.g., more community oriented) does not differ significantly for the two groups. Regarding "fishing, hunting, and crabbing" Black participation is not significantly different from white. For wildland outdoor activities, low participation by Blacks could be due to intervening socio-economic differences from whites. Both activity costs and transportation issues were mentioned more frequently by Blacks as barriers to participation in various leisure activities. An analysis of value systems in minority cultures might provide insights into how they serve as predictors of leisure behavior.

Keywords: Ethnicity, socio-economics, recreation participation, preferences, wildlands, leisure styles, constraints/barriers, marginality/ethnicity perspectives.

54. West, P. C. (1989). Urban region parks and black minorities: Subculture, marginality, and inter-racial relations in park use in the Detroit metropolitan area. Leisure Sciences, 11, 11-28.

Overview: Two paradigms - marginality and subculture (ethnicity) - have dominated the way of thinking and research about minority under-representation in outdoor recreation. However, this body of research has almost entirely ignored the problems of interracial relations and prejudice. This oversight may be due, in part, to the cognitive tyranny of the dominant paradigms in leisure research on minorities in general.

Purpose of the study: To compare participation in Detroit city parks and surrounding regional parks by black and white Detroit residents. This study explores the nature of barriers to the use of city and regional parks by black residents.

Methodology: The sample was drawn using random digit dialing for the population of Detroit proper (not including suburbs), because the concern was focused on the recreation

needs and constraints for inner city minorities. Of all numbers dialed and contacts made, a final sample of 456 usable surveys was obtained. Only black and white respondents are included in the analysis due to low numbers of Hispanic and other racial groups. Subjective indicators of marginality were formed from coded responses to open-ended questions on the survey about reasons for nonuse of parks (for nonusers), or for reasons why the respondent did not participate more often (for users of parks). Categories including financial reasons ("expense") and "lack of transportation" were the primary subjective indicators of marginality. Regarding interracial factors, the general working concept for this project included a set of subjective perceptions ranging from direct experience of obviously racist reactions from whites (i.e., racial name-calling), perception of anti-black attitudes and prejudice, and general perceptions of feeling "uncomfortable" or "unwelcome."

Results/Discussion: Black participation rates within Detroit far exceed the participation rate for whites. Among those who do use Detroit City parks, there were no statistically significant differences in frequency of use between white and black users. Among users of regional parks, frequency of use among whites is greater than for blacks. These sharply contrasting findings by regional location within the urban region suggest that policy analysis should carefully examine the spatial-regional context of outdoor recreation participation by minorities. Findings show transportation, and not expense, was somewhat more of a problem for black nonusers of regional parks than whites. Neither white nor black respondents listed expense as a reason for not participating. As for non-use of regional parks, more whites stated "not interested" or "lack of preference" as a reason for not visiting these areas, and while there were fewer black nonusers responding this way, the indicated they can do preferred activities in Detroit. Results also show that it wasn't until more specific questions were asked about interracial relations that these factors became significant. Out of all respondents, more whites than blacks said they had experienced negative reactions from others while using regional parks however these differences were not statistically significant. When probe questions were asked about the types of negative reactions they experienced, this revealed statistically significant differences between black and white respondents. One example is that separate statistical tests indicate minorities felt "unwelcome or uneasy" significantly more than whites. In attempts to determine what types of users were experiencing interracial tensions, tests for statistical interaction between race and various demographic and socioeconomic variables were conducted (i.e., sex, age, education, income). Interaction was not statistically significant for sex, age, and education, but was statistically significant for the interaction between race and income. Implications for further research as well as policy and planning are presented in this paper.

Keywords: Urban region parks, Blacks, socio-economics, subculture, marginality, interracial relations, prejudice, discrimination, constraints/barriers.

55. Yancey, W. L., & Snell, J. (1976). Parks as aspects of leisure in the inner city: An exploratory investigation. Proceedings of the Research in the Parks: Transactions of the National Park Centennial Symposium, Annual meeting of the American Association for the Advancement of Science (December 28-29, 1971), Neil J. Reid (ed.), pp. 149-158. Washington, D.C.: Department of the Interior.

Overview: This paper is a summary of general findings of an exploratory investigation of the leisure activities among lower, working, and middle-class blacks and whites living in a middle-sized city -- Nashville, TN.

Purpose of the Study: To identify which particular social and economic groups participate in various leisure activities. To examine the nature of the social relationships (if they existed at all) which characterize a particular form of leisure.

Methodology: Data were generated by means of a questionnaire survey administered in the spring of 1971. The sample consisted of 301 adults (i.e., 149 whites, 152 blacks). *Note: How the sample was obtained is unknown.* This sample allowed for investigation of racial differences in leisure activities, while controlling for the effects of social and economic status. Similarly, the authors examined the social class difference in leisure within and between racial groups. Using open-ended questions, information was obtained on an extensive range of informal and formal activities that respondents were engaged in during their leisure time. Included were questions about evening activities, sports participation, voluntary associations, hobbies, visiting with neighbors and friends, vacation travel, musical preferences, and the use of local, state, and national parks and recreation areas. (*The results/discussion of this annotation focuses on the parks and natural recreation areas.*)

Results/Discussion: Overall, it was found that over 95% of those going to parks, go with family or friends. Of the two major independent variables focused upon – race and socioeconomic status -- findings indicate that social class is far more important in determining patterns of leisure than is racial status. And, there are some differences in the leisure activities of blacks and whites after controlling for social and economic status. Data suggest that before people from the lower economic status concern themselves with spending money on recreation, the basic requirements of housing, food, clothing, and transportation must be satisfied (e.g., "survival"). Considerable differences were reported regarding frequency of use of local or neighborhood parks compared to the state and national parks. Regarding **local** parks: One month prior to the interview, 90% of all respondents reported that they and their families used the parks at least once during that month. Although more blacks do not use the parks at all, those who do use them, do so more often than whites. Among blacks, there is a higher rate of use of local parks among those respondents of lower status. Among whites, there is no difference between status levels. Regarding more distant **state and national** parks: Fifty-five percent of the urban respondents indicated they had not been to such a park in the last 2 years. These parks are more frequently used by whites and by middle-class families than by blacks and lower and working class families. Four hypotheses are noted as possible explanations for these differences: 1) Differences in use of parks may reflect differences in recreation and leisure associated with various social and economic status groups; 2) Racial and socioeconomic differences in the more general adaptations to urban life are reflected in the differential use patterns for local and national parks; 3) Variable access to state and national parks is determined not by lifestyle, but rather by the resources which families have at their disposal for recreation (e.g., time required to make such trip and transportation expenses); and 4) blacks have developed higher levels of community cohesion and a general pattern of not venturing into what has traditionally been regarded as white territory. Implications for public policy are provided.

Keywords: Leisure activities, urban parks, Blacks & Whites, social class differences, social relationships.

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**Race/Ethnicity, Gender, Social Class**  
**Found in the Experiential Education or Recreation & Leisure Literature**  
**(An abbreviated, general listing)**

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*This particular section of references relates to a sample collection of race, ethnicity, gender, and/or social class (or any intersection thereof) in the general experiential education or recreation and leisure studies literature. They represent the bodies of knowledge that are inclusive of these specific variables relating to the outdoors. While many of these references listed below include outdoor recreation as one of the factors of interest, we have chosen not to annotate these studies because they do not solely pertain to outdoor recreation. However, because they are found in the recreation and leisure literature, these references have made a contribution, and may prove to be useful and informative for future research on this subject.*

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**Race/Ethnicity, Gender, Social Class  
Found in the Environmental Attitudes and Values Literature  
(An abbreviated, general listing)**

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*Even more specific than the general recreation and leisure literature, mentioned in the section above, the literature pertaining to environmental attitudes and values is a key body of knowledge that has lead up to the subject of outdoor recreation. Because research in this area has occurred for over three decades, there was no way to develop an exhaustive list in this particular report. We have selected a sample of those that we felt were most applicable to this project. For a list of approximately 300 studies on environmental attitudes, see Dunlap and Van Liere (1978). There are several hundred more research studies in the last twenty years since Dunlap and VanLiere's work also worthy of analysis. Some of the papers listed here are empirically- based, others are not. This section also includes elements of environmental education, attitudes towards pursuing careers in the environmental field:*

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**Keywords**

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Adolescents (junior high and high school), African American, Anglos, Anglo-Americans, Alaskan Natives, attitudes, attitudes and experiences, age, adventure programs, assimilation, acculturation, activity preferences, analyze trends

Behaviors, beliefs, belief systems, Black Americans, Blacks

Constraints, constraints/barriers, Central Americans, Chicanos, culture, cultural diversity, cultural values, cultural identity, cultural resources, cultural assimilation, cross-cultural perceptions, crowding, class, class differences, class polarization, community, case studies

Discrimination, displacement, disability

Ethnicity, ethnic groups, ethnic minority, environmental issues, environmental concerns, ethnic/cultural differences, experiential education, elderly, empowerment, education

Forest recreation, forest use, forest and park recreation, First Nations, feminist theory, family structure, family recreation

Gender, grounded theory

Hispanic Americans, Hispanics, Hispanic recreation, historical perspective

Income, interviews, inner city children, Indian lands, inter-racial relations

Leisure, leisure benefits, leisure constraints, leisure behavior, leisure values, leisure styles, leisure preferences, leisure meanings, leisure participation, locus of control, land ethics, leadership, literature review

Middle-class, myths, Mexican Americans, marginality, motivation, minorities, minority groups, multiple hierarchy stratification perspective, model development, management implications.

Natural areas, nature-based recreation, national forests, Native Americans, natural resource-based destinations.

Outdoor recreation, outdoor activities, outdoor recreation behavior, outdoor recreation participation, outdoor recreation preferences, outdoor adventure activities, open space

Parks, park programs, protected areas, personality, people of color, preferences, perception, perceived discrimination, public land management, participation, prejudice, perceived benefits of participation, passive recreation, participation patterns, photographs

(continued)

Race, race and culture, race and ethnicity, racism, racial barriers, racial and ethnic groups, recreation, recreation preferences, recreation programming, recreational pursuits, recreation participation, recreational sports, recreation studies, recreation behavior, recreational fishing, recreation facilities, rural residence, rural perceptions, recreation on public lands, recreation resources, resource development and Indian lands, research assessment

Social class, subjective social class, socio-economics, socioeconomic status, social grouping, stereotypes, subculture, social distance, self-perceptions, sports, social justice, spirituality, scenic landscape perceptions, sociological aspects of leisure behavior, subculture

Tourism

Urban, urban parks, urban open space, urban nature experiences, urban/rural residence, urban recreation, urban region parks, urban community, user conflicts

Values, visits to national parks

Whites, West Indian, wildlands, wildland recreation, wildland meaning, wildlife refuges, women, women of color

Youth camps